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ABSTRACT

This bibliography lists selected titles bearing directly or indirectly upon educational programs and activities designed for the primary purpose of developing skills, knowledge, habits, or attitudes appropriate and necessary for vital, purposeful living during the years of later maturity. The references are arranged in sections reflecting the influence and research interests of a wide variety of disciplines and of specialties within the broad field of aging. The annotations are, for the most part, brief summary descriptions of readily accessible titles and materials which may help the reader to make selections in accordance with his own needs and with those of the older adult participant. Activities which are primarily social, recreational, or for the purpose of producing goods are not included. Master's theses and doctoral dissertations are not included. Specific areas covered are: Understanding the aging process; Professional leadership development; References for lay leaders serving older adults; and Educational information sources.
(Author/NL)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A Selected Bibliography

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EDUCATION

ON THE

AGING

A Selected Annotated Bibliography

by BETTY ARNETT WARD, *Research Assistant*

U.S. DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE ARTHUR S. FLEMMING, *Secretary*
Office of Education, LAWRENCE G. DERTHICK, *Commissioner*

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Foreword

SINCE AGING HAS BECOME a field of increasing interest, many requests for information on the educational aspects of the subject have been received in the Office of Education. Because of the growing number of these requests, and because so few items bearing on education are included in reference lists in the general field of aging, this bibliography was prepared. It should serve both the broad field of adult education and the growing profession of gerontology.

This bibliography does not attempt to present an exhaustive list of references. It is rather a listing of selected titles bearing directly or indirectly upon educational programs and activities designed for the primary purpose of developing skills, knowledge, habits, or attitudes appropriate and necessary for vital, purposeful living during the years of later maturity. The references are arranged in sections reflecting the influence and research interests of a wide variety of disciplines and of specialties within the broad field of aging. The annotations are, for the most part, brief summary descriptions of readily accessible titles and materials which may help the reader to make selections in accordance with his own needs and with those of the older adult participant. Activities which are primarily social, recreational, or for the purpose of producing goods are not included. Master's theses and doctoral dissertations are not included. It is hoped that a list of graduate studies pertaining to education for the aging will be prepared as a supplement to this bibliography at some future date. Finally, this publication is presented with the hope that this beginning effort will stimulate the development of new materials for and about the aging.

The bibliography should be useful to social gerontologists, adult education administrators and teachers, personnel managers and placement officers, industrial training supervisors, vocational and rehabilitation counselors, museum staff personnel, and volunteers who are currently engaged in full- or part-time work with the

aging. Further, it should serve the needs of librarians in the development of professional and special collections of materials for use in reading courses, or for use in displays and exhibits in connection with general training conferences, workshops, and institutes. The selected items as they relate to education should: (1) Throw light on the role of professional workers, the lay leader, the aging individual, and the officials and members of community organizations in promoting improved attitudes toward aging and the aged; (2) provide information about surveys and research studies in the field of aging and related fields; and (3) describe a variety of helpful programs which are both meeting various needs of older adults and utilizing their talents and resources for the good of the community and the Nation.

The Office of Education cannot supply the references listed in this bibliography. For the most part, they may be seen in many libraries throughout the United States. This is especially true of books, articles, brochures, and research reports. Prices, which are not always readily available and are commonly subject to change, have not been included, except for film rentals, tape recordings, records, and certain other inexpensive material. Most of the Government publications are available and may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. A price list of Government publications may be obtained from that source. Books, periodicals, and pamphlets may ordinarily be obtained from their publishers or from book dealers. Articles or reprints are often available from the secretary of an association or the issuing organization.

The assistance of the Department of Health, Education, and Welfare Library staff is gratefully acknowledged. Certain lists appearing in section VI were compiled in from information provided by the Special Staff on Aging. Special acknowledgement of this assistance is made.

Many individuals, groups, and institutions have participated in the preparation of the bibliography, either by supplying materials for review, or by suggestions and advice. We acknowledge their help, and to all of these—too numerous to mention individually—we express our gratitude.

J. DAN HULL,
Director,
Instruction, Organization, and Services.

Introduction

A GROWING INTEREST IN EDUCATION for aging has developed in recent years. The value of education is gradually being recognized as a means of bringing about change, both in the individual and in society—and change is essential if we are to adjust to the rapid and widespread advances in science and technology, the social forces in modern society, and the expanding concept of equality of opportunity for all age groups. Socio-economic trends have had a pronounced impact upon our citizens, particularly the older group of our population as shown by: An accelerated rate of increase in their number; an increase in mobility of the population and of urbanization; an increase in the amount and severity of chronic disease and illness, especially among the aging; a decrease in the proportion of older persons in the labor force; an increased sense of their financial insecurity; a rapid rise in amount of leisure time; and substantial growth in feelings of loneliness and frustration. The resultant effects of the growing interest in this phase of adult education has given rise to a real and pressing demand for (1) trained specialists and lay leaders for work with and on behalf of the aging to implement and extend educational opportunities for aging individuals, and (2) for information and educational services which will help older adults to meet problems of everyday living through the later years when goals, values, and outlooks have matured among those no longer young.

Education cannot meet all the needs arising from the situation indicated above, but it can assist in a positive and substantial way. However, before the specific needs of the aging in the various fields are met, there are certain major problems that must be attacked—first, the task of developing among older persons an understanding of themselves and their environments; second, assisting older persons to obtain the techniques, and to develop the attitudes and motivations required in adjusting to the aging process; third, stimulating the development of favorable

community opinions and actions on behalf of the aged; and, fourth, finding ways and means of stimulating older persons to take advantage of the opportunities available to them, and of utilizing the talents and resources of older persons for the national welfare as well as their own happiness. This is an educational process.

The study of aging is an interdisciplinary task. Education, therefore, not only contributes directly in helping older persons in their day-to-day activities, but it also makes an indirect contribution to the solution of many of the problems of aging, and the implementation of programs in related areas, such as physical and mental health, employment, retirement and rehabilitation, housing and family life, leisure-time activities, and effective citizenship. In each of these areas, education is an important aid. Because of the interdisciplinary aspects of the subject of aging, certain references have been included in this bibliography which at first glance may not appear to be relevant, but upon closer inspection will be seen to have educational implications.

Because of the nature of aging, it is also an interagency responsibility. Public schools charged with conducting educational programs for the masses, and institutions of higher learning responsible for conducting research and programs of training for teachers and leaders, naturally carry the heaviest responsibility. However, since an increasing number of the population will, sooner or later, belong to the older group, every agency or institution concerned with people should have some active interest in making use of educational principles and processes in the preparation for aging. This applies equally to organizations such as voluntary agencies, civic associations, and religious bodies; to industrial, agricultural, and labor groups; and to governmental agencies with the special obligation to provide coordination, leadership, and funds, where necessary.

In order to realize the potentialities of education in preparation for a productive, flexible, creative, and satisfying old age, there must be a change in the concept of education on the part of many persons. This must be brought about among some educators—including teachers, supervisors, and administrators; among many public officials—including superintendents, members of boards of education, and members of legislative bodies; and, finally, there must be a change in the public generally. The kind of broad educational reorientation suggested here requires the acceptance of the following propositions: (1) Education is a lifelong process; (2) adults can learn, want to learn, and will learn when given an opportunity; (3) while education is primarily concerned with the intellect, it is also concerned with all the other

elements of personality and the significance of their interrelationships; (4) the educational curriculum—specially designed for adults—must be based on their life experiences, needs, interests, and motivations; (5) individual differences are more marked among adults than among children and youth; (6) methods of teaching should be adapted to reflect these differences; (7) adult educational should be considered an integral part of the regular educational programs; and (8) the foundation of education in later life should be laid in early childhood and youth.

Rapid changes and the growing complexity of life suggest that we cannot safely depend upon the learning acquired by a person in childhood and youth to last the rest of his life. Modern society requires certain decisions now that only adults can make. In order that they be prepared to make them, it is necessary that they be given a functional education that is dynamic, bold, inclusive, and creative. Only such an education will be commensurate with the magnitude, complexity, and urgency of the demands of the present and foreseeable future. Within this context, education for the aging becomes essential; we believe that this bibliography will contribute to the achievement of these purposes.

AMBROSE CALIVER,
*Assistant to the Commissioner and
Chief, Adult Education Section.*

Education on the Aging
A Selected Annotated Bibliography

SECTION I

Understanding the Aging Process: The Impact of Aging Upon the Individual and Society¹

THERE IS MUCH that is already known about aging—how, why, and what makes people age, about the influence of age upon individual capacities, the process of tissue, muscle, and organ degeneration, and the deterioration of normal body functions. However, increased public and professional understanding of the medical, social, and economic implications of an aging popula-

tion is needed. The titles in this section describe many of the changes that come with increasing years and illustrate the impact of aging upon the individual, his associates, and society as a whole. These references should be helpful in developing greater understanding of some of the difficulties, needs, and interests of older adults and the possible role of education in meeting them.

¹Some references bearing upon medical, social, and economic aspects are cited in section II, Educational Programs, Services, and Research Activities, parts 2 and 3.

Part 1.—Physiological and Psychological Aspects of Aging

ANASTASI, ANNE, and FOLEY, JOHN P., Jr. *Differential Psychology: Individual and Group Differences in Behavior*. New York: Macmillan Co., 1949. 894 p.

In chapter 9, Age Differences, the authors discuss the increased interest in the study of maturity and old age as a recent and rapidly growing branch of psychology. Reports the results of a number of research investigations concerning changes in intelligence, adult learning, special aptitudes, and emotional characteristics of adults. The discussion of "The Age of Maximum Productivity" (p. 290) should serve as a guide for those who wish to read further on creative productivity among adults of all ages.

ANDERSON, JOHN E. *Psychological Aspects of Aging*. Proceedings of a Conference on Planning Research, Bethesda, Md., 1955. Washington: American Psychological Association, 1956. 323 p.

Twenty-eight psychologists, psychiatrists, neurologists, physiologists, and sociologists discuss the psychological aspects of aging. Emphasis is not so much upon the existing literature as upon suggestions for future research based upon the experience and knowledge of the conferees. Papers from five sessions of the conference cover: Personal and social adjustment; assessment of aging; perceptive and intellectual abilities; learning, motivation, and education; functional efficiency; and skills and employment.

——— *The Psychology of Development and Personal Ad-*

justment. New York: Henry Holt & Co., 1949. 720 p.

Chapter 20, Maturity and Old Age, traces growth and interest in problems of maturity and old age. Discusses anatomic and physiologic changes, changes in levels of intelligence, learning capacity and productivity as individuals advance in age.

BEHRENS, H. D., and NESTER, R. F. Intellectual Changes During Maturity and Old Age. *Review of Educational Research*, 20:361-366, December 1950.

Examination of the research on intellectual changes during maturity and old age. Shows the need for added research in this area.

BERRIEN, F. K. *Practical Psychology*. New York: Macmillan Co., 1945. 584 p.

Chapter 5, Adjustments in Old Age, deals with three central problems concerning adjustment in later years; considers general capacities, interests, abilities, and attitudes of older people. Indicates ways of preparing for one's declining years and outlines some of the possibilities of aiding in the adjustment of older persons.

BIRREN, JAMES E. Psychological Limitations That Occur With Age. *Public Health Reports*, 71:1173-1178, December 1956.

Describes some of the psychological limitations that occur with advancing age. Emphasizes the importance of the continued study of both general age trends and individual differences in aging. Reviews several recent and unpublished studies on adult learning, age

and performance, and perceptual difficulty.

BLAIR, GLENN M. Personality and Social Development. *Review of Educational Research*, 20:375-389, December 1950.

Reviews studies of personality changes with age during the span from 10 to 80.

BOAS, ERNEST P. *Add Life to Your Years*. New York: McBride Co., 1954. 278 p.

Reports the results of research reflecting changes, maladies and deteriorations that are characteristic experiences of those growing older. Discusses current social attitudes toward aging. Profitable for use either in formal classes or discussion groups.

BORTZ, EDWARD L. New Goals for Maturity. *Journal of Gerontology*, 9:67-73, January 1954.

Paper presented at 6th Annual Scientific Meeting of the Gerontological Society, Inc., (1953). An easily read discussion of what maturity is. Outlines obstacles and incentives for emotional maturation. Helpful summation of the positive aspects of aging as well as the negative phases.

——— Stress and Aging. *Geriatrics*, 10:93-99, March 1955.

Discusses the relationship of stress and aging. Places further emphasis upon the idea that adaptability is the most distinctive characteristic of living. Relates how weariness and boredom are invited by lack of motivation. Indicates that adaptation to stress is necessary for survival and that "purposeful activity is the most potent agent in the fight against premature deterioration."

BOWMAN, KARL M. Mental Adjustment to Physical Chang-

es With Aging. Symposium: Problems of the Mind in Later Life. *Geriatrics*, 11: 139-145, April 1956.

Discusses the wide variations in intellectual capacities and emotional makeup, and describes the changes produced by old age. Points out variations and inconsistencies in attitudes regarding retirement. Emphasizing the difficulties involved in separating mental processes from the physical, the author describes the physical changes of aging, and relates how some of these changes correlate with and perhaps cause the mental changes.

BRECKINRIDGE, ELIZABETH. The Older Hard of Hearing Person—In the Community. *Hearing News*, 23,5:9-10, 16, September 1955.

Describes hearing loss as an aggravation of the many social and personal adjustments which often characterize old age in modern society. Discusses the common but erroneous belief that speech and hearing specialists confine their work to children only and that nothing can be done about defective hearing in the older age groups. Urges acceptance of help through therapy, hearing equipment, or lipreading instruction.

BROZEK, JOSEF. Changes in Sensory, Motor, and Intellectual Function With Age. *Geriatrics*, 6:221-226, July-August 1951.

Reviews selected studies concerning changes in sensory, motor, and intellectual functions that come with the adult years of life.

CHANDLER, PAUL A. Visual Difficulties in Older Patients. *Journal of the American Geriatrics Society*, 5:497-499, May 1957.

Discusses three principal causes of visual impairment in older adults: glaucoma, cataract, and degenerative changes in the retina. Tells how visual difficulties are treated when they occur in adults who are in their 50's, 60's or 70's.

COMFORT, ALEX. *Biology of Senescence*. New York: Rinehart & Co., Inc., 1956. 257 p.

Presents a critical review of existing theories pertaining to senescence (old age in lower animals and men). Demonstrates the fallacy of many generalizations currently held about aging. Clarifies certain erroneous concepts concerning old age in an area ordinarily dominated by speculation.

EBAUGH, FRANKLIN G. Age Introduces Stress Into the Family. Symposium: Problems of the Mind in Later Life. *Geriatrics*, 11:146-150, April 1956.

Tells how age brings stress into family life and social relationships. Considers physical infirmities and and changes and shows how they may in turn affect behavior or exaggerate personality characteristics of the older person. Makes brief reference to studies supporting the thesis that well-adjusted young persons tend to age into happy, effective older persons.

ENGLISH, O. SPURGEON. A Brighter Future for Older People. *Geriatrics*, 4:217-224, July-August 1949.

In outlining what constitutes effective preparation for old age, the author advocates recognition of the need for education in how to live at all age periods. Indicates how old age affects some individuals, and how some personality traits are magnified into unpleasant behaviorisms in the older adult who permits himself to be selfish and bitter.

——— and PEARSON, GERALD H. J. *Emotional Problems of Living*. New York: W. W. Norton Co., Inc. Revised 1955. 592 p.

A study of the psychological aspects of aging and the meaning of maturity. Chapter 14, Maturity and Its Problems, contains practical suggestions for the aging adult; lists common losses in life; and describes reactions of various individuals to the effects of these losses and to advancing years generally.

ESSERT, PAUL, and others. Preparation for a Constructive Approach to Later Maturity. *Teachers College Record*, 53:70-76, November 1951.

The attitudes of several heterogeneous groups toward old age are described.

FALZONE, JOSEPH A., Jr., and SHOCK, NATHAN W. Physiological Limitations and Age. *Public Health Reports*, 71: 1185-1193, December 1956.

Reviews recent trends in research conducted for the purpose of characterizing physiological age differences. Emphasizes the characteristics of age change, and points out the striking difference in vulnerability among individuals. Urges continued research that will permit accurate determination of these individual differences.

GILBERT, JEANNE G. Stresses That Attack Older Persons. In *Growing With the Years*. Legislative Document 1954, No. 32. Albany: New York State Joint Legislative Committee on Problems of the Aging, 1954. p. 47-50.

Indicates two sources of stress for older persons: those that occur within the individual himself (due to changes

within the organism) and those that arise from the environment. Describes the effects of stress upon the ego.

GOODMAN, JOSEPH I. The Problem of Malnutrition in the Elderly. *Journal of the American Geriatrics Society*, 5:504-511, May 1957.

Discusses signs and symptoms of malnutrition in the elderly, its causes and treatment. Indicates that an abundant diet can achieve miraculous changes in malnourished older adults. Believes that education of the public is necessary in order to increase the percentage of well nourished individuals as a positive aid to reducing morbidity and mortality in the future.

HAND, SAMUEL E. *A Review of Physiological and Psychological Changes in Aging and Their Implications for Teachers of Adults*. Tallahassee: Florida State Department of Education, 1956. 31 p. Processed.

Urges increased understanding of the psychological and physiological changes that take place in adulthood as part of the normal aging process. Reviews much of the literature describing these changes and discusses the implications they hold for the teaching-learning process.

HAVIGHURST, ROBERT J. Old Age—An American Problem. *Journal of Gerontology*, 4: 298-304, October 1949.

Discusses five major adjustment problems of old age. Directs attention to the "stay young—keep active and the grow old gracefully—rocking chair" approach. The author suggests that older folks be permitted to choose either path.

LANE, HELEN S. The Hard of Hearing. In *Psychological*

Aspects of Physical Disability, by James F. Garrett, ed. Rehabilitation Service Series No. 210. U. S. Department of Health, Education, and Welfare, Office of Vocational Rehabilitation. Washington: U. S. Government Printing Office, 1953, p. 147-161.

The author suggests that the number of hard of hearing adults who need help is significantly large enough to warrant attention or treatment in some form. Tells how hearing loss affects personalities of children and adults of all ages. Describes the kind of adjustment program that can be presented to the hard of hearing with the skill and cooperation of otologists, audiologists, psychologists, educators, and friends.

LANSING, A. I., ed. *Cowdry's Problems of Ageing: Biological and Medical Aspects*. 3d edition. Baltimore: The Williams & Wilkins Co., 1952. 1,061 p.

A symposium sponsored by the Josiah Macy, Jr., Foundation on the process of aging. Valuable sourcebook contains extensive bibliographies and a number of articles by recognized medical authorities.

The Life Cycle and Its Diet: A Symposium on Recent Findings in Human Nutrition. *Journal of Home Economics*, 49:101-115, February 1957.

In this series of important articles, the authors review results of research studies concerning "lifetime nutritional needs." Originally presented at the 1956 annual conference of the American Home Economics Association, reprints are available from the association as follows: Starting the Cycle, by

Helen A. Hunscher; Nutrition in Adolescence, by Ruth M. Leverton; and Adulthood, by Dena Cederquist. In the latter article the author recommends that individual variability in habits and nutritional needs be recognized and urges the reader to learn more about these variables. Extensive bibliographies accompany all three articles.

LINDEN, MAURICE E. *Tensions Created by the Increasing Span of Life*. Reprint. Atlantic City, N. J.: The American Psychiatric Association, 1955. 16 p. Processed.

The author pictures an aging population with its "host of newly developed tensions." Explains how competition for living space and many other unstabilizing influences on family life create stress, and tells how these influences slow up efforts to forestall, postpone, and prevent psychological indispositions of aging. Suggests that what we see as senility today may be preventable in the future with appropriate mental and social hygiene. Challenging reading for the professional or lay leader, as well as for aging adults.

— and COURTNEY, DOUGLAS. *The Human Life Cycle and Its Interruptions*. *American Journal of Psychiatry*, 109, 12:906-915, June 1953.

The authors indicate their conviction that the human life span is a "pre-determined, inexorable cycle in which genetic and instinctive endowments are the motivators." Discusses stages of maturation. Contains valuable information for those who need greater skill in helping others understand old age and to learn how to live within its limitations.

LORGE, IRVING. *Capacities of Older Adults*. In *Education for Later Maturity*, by Wil-

ma Donahue, ed. New York: Whiteside, Inc., and William Morrow & Co., 1955. p. 36-59.

Excellent summary of current psychological knowledge regarding the influence of age upon adult interests. Discusses adult learning, stereotypes about aging, and attitude stability in older persons. The author states that "aging brings not so much resistance to change as stabilization of values, interests, and concepts."

MCCLOY, CHARLES H. What is Physical Fitness? *Journal of Health-Physical Education-Recreation*, 27, 6:14-15, 38, September 1956.

Discusses several aspects of "physical fitness" in youth, middle and approaching old age. States that a "feeling of getting old is largely a waning strength and a greater degree of inflexibility, both of which can usually be kept within the normal range for many years of middle and approaching old age by sensible—and not excessive—exercise programs, appropriately chosen and regularly practiced."

MONTAGU, M. F. ASHLEY. *Bio-social Nature of Man*. New York: Grove Press, 1956. 123 p.

Discusses the origin and the present status of our beliefs concerning human nature; cites fallacies inherent in many time-honored views about the "nature" of human nature. Summarizes basic needs and other factors which the author believes are "most likely to persist from the early life of the problem child through an equally problem-filled adult life." Emphasizing educability as man's most important species trait, the author states that education is the principal means through which the realization of man's evolutionary destiny can be achieved.

Basic reading for those who would re-examine values and beliefs concerning the changeability of human nature.

Nutrition—For Young and Old.

Albany: New York State Joint Legislative Committee on Nutrition, 1946. 227 p.

Presents a number of articles by leading nutritional authorities giving the facts about nutrition and the dietary needs of persons of all ages. Outlines basic elements for a comprehensive nutrition plan. Includes committee recommendation for a special educational program in nutrition directed at the aged.

PRESSEY, SIDNEY L., and KUHLEN, RAYMOND G. *Psychological Development Through the Life Span*. New York: Harper & Bros., 1957. 654 p.

Deals with psychological development and change through the life span, with major emphasis upon the adult years. Interprets that development in a rapidly changing social, economic, and cultural environment. In chapter 5, Education Through the Life Span, the authors discuss education for aging, and the "types" of adult education sponsored by a wide variety of agencies and organizations. In chapter 6, they discuss The Work Life—central in the adult lives of most people and "most broadly determinative of the success and happiness of those years." In chapter 7, Changing Motivation During the Life Span, the physiological changes, tensions, urges, and discomforts of aging are emphasized. Illustrated with 99 tables and 114 figures.

RAINES, GEORGE N. (M. C., USN). Adolescence: Pattern for the Future. Symposium: Problems of the Mind in Later Life. *Geriatrics*, 11: 159-162, April 1956.

Urges recognition of the fact that

preparation for later adulthood begins in adolescence and that adolescence provides "the clue" to the pattern of adjustment to old age. Describes the patterns of response to stress on the part of certain male adolescents, characterized by a lessened sense of duty and increased personality disorders (based upon research studies involving Navy inductees). Suggests that family, community, and church efforts should be expanded to help the youth of today move toward a well-adjusted older generation of tomorrow.

SHELDON, J. H. Medical-Social Aspects of the Aging Process. In *The Aged and Society*. Madison, Wis.: Industrial Relations Research Association, December 1950. p. 219-237.

Reports findings and general conclusions of investigations in Great Britain concerning large numbers of older persons living independently in their family homes and those living in institutions. Discusses some of the medical and social aspects of aging which often impose a severe domestic burden on the aged and a severe strain on the younger generation.

SHOCK, NATHAN W. The Contribution of Psychology. In *The Aged and Society*, by Milton Derber, ed. Champaign, Ill.: Industrial Relations Association, 1950. p. 168-180.

Outlines the current status of knowledge about the psychological characteristics of older people. Explains the task of the psychologist in evaluating the performance of older workers and in determining attitudes toward aging and toward the aged. Classifies research results under the following categories: Perception; motor responses; intellectual functions including achieve-

ment, intelligence, memory, and learning; and personal and social adjustment.

SIMMONS, LEO W. An Anthropologist Views Old Age. *Public Health Reports*, 72: 290-294, April 1957.

The author indicates that old age may be viewed either as a problem or as a challenge. Presents "Five Lessons" in aging illustrating its complex nature and scope. Describes the challenge to explore and experiment anew with aging.

STARE, FREDERICK J. Nutrition and Aging. *Journal of the American Geriatrics Society*, 3:767-771, October 1955.

Discusses dietary needs of the aging. Tells how activity contributes to the nutrition of an older person, how it stimulates the circulation, promotes an increased sense of well being, encourages interest in food, stimulates a sluggish appetite in the older adult, and prevents excessive storage of calories. States that sound dietary practices and habits probably improve the health of the young adult and delay the onset of aging.

STIEGLITZ, EDWARD J. The Personal Challenge of Aging: Biological Changes and Maintenance of Health. In *Living Through the Older Years* by Clark Tibbits, ed. Ann Arbor: University of Michigan, 1949. p. 43-61.

Defines aging as "the element of time in living" beginning with conception and terminating at death. Discusses the rate of aging and degenerative disorders that often appear after the peak of maturity. Useful overview of what aging is, and what aging does to the individual.

—— The Integrated Unity of the Patient. Symposium: Cardio-vascular Disorders in the Aged. *Geriatrics*, 12: 329-338, May 1957.

A discussion that should give those untrained in medical science a clearer view of the variables of age, health, environment, disease, and maturity. Indicates how these factors modify the aging individual and correlate with each other. Emphasizes the way in which the factors of maturity and environment influence individual capacity and will power in relation to survival and rehabilitation. Contains excellent charts and diagrams adaptable for formal classroom use, exhibits, or forum discussions. Valuable background reading for those who would re-examine present social and cultural attitudes toward aging.

STONECYPHER, DAVID D., Jr. Old Age Need Not Be "Old." *New York Times Magazine*, August 18, 1957. p. 27, 67-69.

Explains that many adults make the aging process something to be dreaded by holding notions about it almost "as erroneous as those that once surrounded witchcraft." Indicates how recent research has altered the old view of aging "as much as atomic energy has changed the horizons of industry." Defines "senility" as mental disease of old people, and "senescence" as old age.

Symposium on Problems of Gerontology. Proceedings of a Symposium held under the auspices of The Johns Hopkins University, School of Hygiene and Public Health and the National Vitamin Foundation, Inc., New York City, 1954. New York: The

National Vitamin Foundation, Inc., 1954. 141 p.

A collection of papers with special emphasis on nutrition problems, endocrine stress and aging, and vitamin and dietary needs of the aging. Included among the articles are the following: Some Physiological and Biochemical Aspects of Aging, by Nathan W. Shock; Senescence as a Sequel to Adolescence, by A. I. Lansing; Fat Metabolism—With Special Reference to Problems of Aging, by H. J. Duel, Jr.; Protein Metabolism—With Particular Reference to Problems of Aging, by C. S. Davidson; Vitamin B₁₂ and Aging, by B. F. Chow; Endocrine Stress and Aging, by D. J. Ingle; and Special Nutritional Problems of the Aged, by H. A. Rafsky.

Symposium: Problems of the Mind in Later Life. *Geriatrics*, Volume 11, April 1956.

Presents a collection of papers delivered at the Second Merrell Gerontological Symposium, 1956. This conference provided the setting for a motion picture entitled "Problems of the Mind in Later Years" currently available through the William S. Merrell Company. The following articles should be of use to volunteers and full- or part-time professionals: Mental Adjustment to Physical Changes with Aging, by Dr. Karl M. Bowman; Age Introduces Stress Into the Family, by Dr. Franklin G. Ebaugh; and Adolescence: Pattern for the Future, by Captain George R. Raines (M.C., USN).

THORNDIKE, EDWARD L. and others. *Adult Learning*. New York: Macmillan Co., 1928. 335 p.

Explains the "ideal curve of learning" in relation to age. Reports that ability to learn reaches a peak in the early twenties, with a slight decrease in the thirties and forties, diminishing

very little until after the fifties. Indicates further that the greater the individual's intellectual endowment and amount of education, the less rapid the decline in learning ability.

TUCKMAN, JACOB, and LAVELL, MARTHA. Self Classification as Old or Not Old. *Geriatrics*, 12:666-671, November 1957.

Report of a recent study to determine the relationship between physical and psychological status and the self-classification by the individual as *old* or *not old*. Tests the hypothesis that institutionalized persons who considered themselves not old were more intact physically and psychologically than those who considered themselves old. Although both groups had difficulty in utilizing their time and were quite narrow in their interests, the *not old* utilized their time more constructively than the *old* and had broader interests.

TUOHY, EDWARD L. Feeding the Aged. In *Nutrition—For Young and Old*. Albany: New York State Joint Legislative Committee on Nutrition, 1946. p. 105-113.

Discusses the food needs and direction of an ever increasing population percentage over 60 years of age, cites nutritional disorders and gives some direct suggestions for the elderly and for those responsible for their diets.

U. S. DEPARTMENT OF AGRICULTURE. *Food Guide for Older Folks*. Home and Garden Bulletin No. 17. Washington: U. S. Government Printing Office, Revised 1955. 16 p.

Describes older people's food needs and tells how to meet them.

WALKER, KENNETH. *Living Your Later Years*. London: Oxford University Press, 1954. 196 p.

Discusses the recent spectacular shift in the aging population and some of the medical concerns and problems facing the aging individual and society. Offers some challenging suggestions indicating why people should enjoy life longer than they do.

WATSON, R. I. The Personality of the Aged. A Review. *Journal of Gerontology*, 9,3: 309-315, July 1954.

Reviews current literature on the personality of the aged. Contrasts the exploratory nature of current investigations of this subject with the more exhaustive research on the psychology of aging conducted earlier.

WELLER, C. V. Biologic Aspects of the Aging Process. In *Living Through the Older Years*, by Clark Tibbitts, ed. Ann Arbor: University of Michigan Press, 1949. p. 27-47.

Describes the biological changes that come with aging; explains the rising importance of older people in the American scene as their numbers increase.

WILCOX, HARRY H. Changes in Nervous System With Age. *Public Health Reports*, 71: 1179-1184, December 1956.

Emphasizes the difficulty in determining normal and abnormal alterations that come with the gradual and continual advance from one plateau of

life to another. Indicates that aging should be looked upon primarily as a physiological stage and not a pathological condition. Cites additional references for those who wish to study detailed technical reports which describe central nervous system changes.

WILSON, DAVID C. The Influence of Emotional Attitudes on the Aging Process. *Journal of the American Geriatrics Society*, 3:292-298, May 1955.

Discusses the normal tendency to become somewhat more rigid and hostile to change and new ideas as one ages. Explains how many people approach old age with feelings of unhappiness, uselessness, and despair.

WOLSTENHOLME, G. E. W. and CAMERON, MARGARET P. *Ciba Foundation Colloquia on Aging: Volume I, General Aspects*. Boston: Little, Brown & Co., 1955. 255 p.

Collection of papers resulting from a series of international conferences on subjects in the field of aging intended to be a "general exploration and appreciation of the present position in regard to opinion and experiment on the processes associated with or directly involved in the changes occurring in tissues with age." Among the papers included are the following: The Definition and Measurement of Senescence, by P. B. Medawar; Mental Aspects of Aging, by Aubrey Lewis; Research Areas in Gerontology Nutrition That Are Now Neglected, by C. M. McCay; and Psychological Aspects of Ageing, by Sir F. C. Bartlett.

Part 2.—Socioeconomic Aspects of Aging

Age as a Factor in the Employment Process. *Employment Security Review*, Volume 24, April-May 1957.

Entire issue devoted to articles emphasizing age as a factor in the employment process. The following articles deal with older workers: Youth and Maturity in the Labor Force, by Lazar M. Paves; Developing Community Awareness of the Older Job Seeker, by Dewey G. Archambault; Serving Older Workers Through Staff Clinics, by Merle S. Kinvig; Changing Attitudes of Older Workers Through Group Counseling, by Dana T. Leitch; Job Development Program for Older Workers, by Robert S. Wilson; and Reclamation of Junked Manpower, by Ruby P. Jeffrey.

BARRON, MILTON L. Attacking Prejudices Against the Aged. In *Growing With the Years*. Legislative Document, 1954, No. 32. Albany: New York State Joint Legislative Committee on Problems of the Aging, 1954. p. 56-58.

Examines the position of the aged as a "quasi-minority group." Discusses typical group reactions to advancing age expressed in terms of hypersensitivity, low morale, defensiveness, self-hatred and isolation. The author discusses a variety of approaches which can be used to reduce prejudice and discrimination against the aged.

——— Minority Group Characteristics of the Aged in American Society. *Journal of Gerontology*, 8:477-481, October 1953.

Presents evidence justifying utilization of the "quasi-minority" concept in

the task of collecting and analyzing data on problems of the aged. Discusses attitudes and behavior toward the aged; minority group reactions of the aged; and legislation against discrimination in employment due to age. The author expands this concept in a second article cited in this bibliography under the title "Attacking Prejudices Against the Aged."

CORSON, JOHN J., and MCCONNELL, JOHN. *Economic Needs of Older People*. New York: Twentieth Century Fund, 1956. 533 p.

Report of public and private efforts to provide economic security for the aged population. Major emphasis is placed upon the economic position of the aged—their income, its source and adequacy. Indicates the increasing importance of social insurance and public assistance, private pension plans, public provisions for veterans or retired public employees, and institutionalized savings programs. Includes policy recommendations and outlines a program of action to deal with problems disclosed by the research.

CRANE, A. R. Stereotypes of the Adult Held by Early Adolescents. *Journal of Educational Research*, 50:227-230, November 1956.

Reports stereotypes of desirable qualities of the adult held by boys and girls between the ages of 12 and 15. Australian high school students were asked to write an essay about "The Sort of Person I Would Like To Be When I Grow Up" to reflect indications of stereotypes, rather than descriptions of actual adults.

DERBER, MILTON, ed. *The Aged and Society*. Champaign,

Ill.: Industrial Relations Association, 1950. 237 p.

A symposium on the problems of an aging population. Mirrors the impact of greater life expectancy and the struggle to make these added years an asset to society rather than a curse. Divided into three parts: The New Age Distribution in the New Society; Older Workers and Social Patterns; and Research—Present and Prospective.

DONAHUE, WILMA, ed. *Earning Opportunities for Older Workers*. Ann Arbor: University of Michigan Press, 1955. 290 p.

Collection of papers presented at the University of Michigan 6th Annual Conference on Aging outlining present-day barriers to continued employment of middle-aged and older workers in the labor force. Discusses methods of adapting jobs to fit the abilities of aging workers and for creating earning opportunities for them. Emphasizes the special problem of the older woman in the labor force. Counselors, placement officers, and vocational teachers helping older adults who want and need employment should find this a useful book.

EISENSTADT, S. N. *From Generation to Generation*. Glencoe, Ill.: The Free Press, 1956. 357 p.

A "large scale" essay on age groups, indicating the ways in which people link the future with the past. Discusses the contributions each age group makes to its generation, and contrasts concepts of aging in primitive and modern societies.

GILES, HARRY. *Education and Human Motivation*. New York: Philosophical Library, 1957. 108 p.

The author calls attention to the nature of the conflict between "fixed ideas, habits and customs" when they come into contact with new conditions and situations. Describes the importance of social institutions and stresses their relationship to man.

GINZBERG, RAPHAEL. The Negative Attitude Toward the Elderly. *Geriatrics*, 7:297-302, September - October 1952.

Discusses widespread negative attitudes of certain social groups toward the elderly. Indicates how these attitudes hold true in family life and in public and social life as a whole.

GRUENBERG, SIDONIE M. The Turbulent Middle Years. *Survey*, 86:121-125, March 1950.

Dramatizes the effect of today's new demands, problems, pressures, and challenges that test the resourcefulness and flexibility of parents in the middle years. Urges educators, clergymen, and sociologists to accept responsibility for showing people that the adult pattern of living need not and cannot be the same for all, that their problems are not unique but only parts of the "common lot to be considered seriously—but without fear."

LORGE, IRVING, and others. Attitudes of Junior and Senior High School Students Toward Aging. In *Growing With The Years*. Legislative Document, 1954, No. 32. Albany: New York State Joint Legislative Committee on Problems of the Aging, 1954. p. 59-61.

Compares attitudes of junior and senior high school students toward the older person with those of more ex-

perienced young adults. Describes the need for research on how unfavorable attitudes are transmitted to children by adults, and how best to develop adequate educational programs to combat negative attitudes about aging and the aged.

MCGAVACK, THOMAS H. The Challenge of Our Aging Population. *Journal of American Geriatrics Society*, 5:392-397, April 1957.

Discusses the ramifications of population increases since 1900 with subsequent increases in numbers of people 65 years old or over. Recommends further research in all aspects of aging, and increased basic research support by private industry.

NEUGARTEN, BERNICE L. Social Change and Our Aging Population. *American Association of University Women's Journal*, 50:67-70, January 1957.

Emphasizes the growing preoccupation with aging and the aged as reflected in many American institutions. The author likens this to our preoccupation with child development welfare and to parent education which appeared several decades ago. Points up signs of unpreparedness to meet the needs of the old, but expresses confidence in the efforts of educational, recreational, religious, and social agencies to counteract the social isolation of the aged, and to meet certain needs formerly fulfilled by the family.

PAVES, LAZAR M. Youth and Maturity in the Labor Force. *Employment Security Review*, 24,4-5:3-6, April-May 1957.

Indicates probable age distribution of the labor force 10 years from now. Relates how retirements slow down

labor force growth, and how job seekers and their problems vary with age. Discusses the variations in skills, education, handicap status, and job stability of both the young and the older worker.

POLLAK, OTTO. *Social Adjustment in Old Age*. A Research Planning Report. New York: Social Science Research Council, 1948. 210 p. Processed.

Revised edition of an earlier report reflecting the nature of social adjustment in old age. Describes the continuing need for sociological and economic studies of changes in social opportunities and social rewards.

REISMAN, DAVID. *Individualism Reconsidered and Other Essays*. Glencoe, Ill.: The Free Press, 1954. 529 p.

A volume of essays discussing a wide range of topics. Chapter 29, Some Clinical and Cultural Aspects of the Aging Process, furnishes information about the ways in which some individuals age. Illustrates some of the ways of aging as reflected in the lives of individuals, such as the aging executive, professional man, well-to-do citizen, or the unmarried school teacher who is kept "alive" and perhaps "young" by her youthful charges, community obligations, and summer courses. Abstract of chapter 29 appears under the same title in *The American Journal of Sociology*, 59,4: 379-383, January 1954.

SHENFIELD, BARBARA E. *Social Policies for Old Age*. London: Routledge and Kegan Paul, 1957. 236 p.

Discusses the impact of aging on the individual and group life in England from the standpoint of employment, retirement pensions, housing, home

care, welfare services, and medical care. Indicates concern for current overemphasis on employment and the lack of planned activity for the retired person. A carefully prepared book which should be useful to leaders concerned with the problems of aging adults. Available at British Book Center, 122 East 55th Street, New York, N. Y.

Social Contribution by the Aging.

The Annals of the American Academy of Political and Social Science, Volume 279: January 1952.

Entire issue devoted to the subject. Contains an introductory statement on the philosophy of aging, and a series of essays pointing up (1) the needs and capacities of aging people, (2) their contribution to the productive economy, (3) contributions to the cultural life of the community, and (4) maintenance of capacity for social contribution. Includes one article which interprets education's role in maintaining the individual's status.

SOWDER, WILSON T., and BOND, JAMES O. Problems Associated with the Increasing Ratio of Male Over Female Mortality. *Journal of the American Geriatrics Society*, 4:956-962, October 1956.

Discusses the general decline in mortality since 1900, emphasizing the relative excess of female survivors over males and the possible effects of this difference in terms of future older age groups. Describes emotional and economic problems arising from the excess older female population and the cost to the home and to the Nation in terms of premature loss of male lives. Reflects implications for expansion of educational opportunities for women as a group living longer and in larger numbers than ever before.

STEINER, PETER O., and DORFMAN, ROBERT. *Economic Status of the Aged*. Berkeley: University of California Press, 1957. 320 p.

Provides a basis for discussion of the economic problems created by advancing age. Of interest to social workers, other social scientists, Government officials, and to all concerned with the "precarious economic position of our aged population."

STIEGLITZ, EDWARD J. Publicity and Public Fascination With the Very Old. *Geriatrics*, 11:574-576, December 1956.

Editorial analysis of the facts behind the public interest and newspaper publicity concerning two of the world's older citizens: (1) Albert Woolson from Duluth, Minn., (the last of the Boys in Blue—later deceased at the age of 109); and (2) the arrival in this country for medical-clinical study and examination of Javier Pereira, Colombian Indian, who at the age of 167 claimed to be the oldest man in the world. The author cites some general impressions gained from what has been learned, medically speaking, about most of the "oldest inhabitants."

STILL, JOSEPH W. Boredom—The Psychosocial Disease of Aging. *Geriatrics*. 12:557-560, September 1957.

Highlights the great difference between the way we now spend our leisure and the way our grandfathers spent their leisure time. Discusses our potential for creative activity. Indicates that this potential for mental growth is one faculty that can last until death. The author further believes that human society will surely deteriorate into a state of universal mass boredom if the average man cannot learn the meaning and value of culture.

SUTHERLAND, ROBERT L. *Can an Adult Change?* Austin: The Hogg Foundation for Mental Health, University of Texas, 1957. 27 p.

This bulletin tells what the "experts" in human behavior have to say on the question of adult change. Lists some danger signals, and how adults can effect some changes for the better.

TAEUBER, CONRAD. Population Changes to 1975. *The Annals of the American Academy of Political and Social Science*, 313:25-31, September 1957.

Presents population projections for 1975. Indicates that numbers of people in the 20's will increase, those between 35 and 44 will decrease in number, and that those between 45 and 64 will increase.

TIBBITTS, CLARK. Social and Economic Aspects of Old Age. *Journal of American Geriatrics Society*, 4:871-876, September 1956.

Expresses the view that extended research is as much needed in the areas of occupations, family relations, living arrangements, and financial support as in the biological and health sciences. Discusses change from the multi-generation household to small family units, separation of the generations, and the implications of these family changes for those in middle age and later adulthood.

TUCKMAN, JACOB, and LORGE, IRVING. Attitudes Toward Old People. *Journal of Social Psychology*, 37:249-260, May 1953.

Discusses methods and procedures used to discover the attitudes of a group of graduate students toward old

age in response to a questionnaire which included some misconceptions and stereotypes about older persons. Results showed "substantial acceptance" of misconceptions and stereotypes about older people, and of the view that old age is characterized by economic insecurity, poor health, loneliness, resistance to change, and failing physical and mental powers. Findings support the conclusion that older people are obviously living in a social climate *not conducive* to feelings of adequacy, usefulness, security, and to satisfactory adjustment in their later years.

U. S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS. Illustrative Projections of the Population of the United States by Age and Sex; 1955-1975. *Current Population Reports, Population Estimates*, Series P-25, No. 78, Aug. 21, 1953. Washington: The Bureau, 1953. 6 p. Processed.

Current population data with projected population estimates including adults 50 years old and over.

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, PUBLIC HEALTH SERVICE. *The Older Person in the Home: Some Suggestions for Health and Happiness in the 3-Generation Family*. Public Health Service Publication No. 542. Washington: U. S. Government Printing Office, 1957. 34 p.

A useful booklet intended to be of help to households with one or more members in the upper age brackets. Part I outlines a few basic principles of three-generation living and the give and take adjustments essential to its

success; part II discusses some of the more difficult problems that arise when the eldest member of the family is seriously handicapped; and part III gives a few pointers to consider if the older person must move into living quarters for the aged.

U. S. SENATE, COMMITTEE ON LABOR AND PUBLIC WELFARE. *Employment, Selected Documents, volume IV of Studies of the Aged and the Aging*. Washington: U. S. Government Printing Office, 1956. 271 p.

Presents recent documents concerning the employment aspects of aging.

——— *Employment, Selected Documents, Supplement to volume IV of Studies of the Aged and the Aging*. Washington: U. S. Government Printing Office, 1957. 49 p.

A chart book indicating job opportunities for older workers issued as a special supplement to volume IV of the report series. This volume was prepared by the Department of Labor at the request of the committee.

VANCE, RUPERT B. *The Ecology of Our Aging Population. Social Forces*, 32:330-335, May 1954.

Background discussion indicating why larger proportions of the aged are found in certain areas and in certain types of American communities.

WELFORD, ALAN T., and others. *Skill and Age, an Experimental Approach*. Published for the Trustees of the Nuffield Foundation. New York: Oxford University Press, 1951. 161 p.

Comprehensive account of the study of changing skills and capacities of older people carried out at the University of Cambridge by the Nuffield Research Unit on Problems of the Aging. Chapter 2 discusses the features of man's environment and the inevitable task of living within the limitations of its physical and social framework. Indicates factors likely to affect the performance of different age groups as follows: Social demands, such as family responsibilities and social prestige; popular beliefs about abilities of different age groups; and features of past environment.

Womanpower. National Manpower Council. New York: Columbia University Press, 1957. 371 p.

Describes the changing position of American women in their role as employees. In chapter 11, *Work in the Lives of Women*, the author presents a dramatic picture of labor force participation by women against significant points in their life cycle: Completion of school, marriage, birth of last child, entrance of last child into school, marriage of last child, and death of husband.

SECTION II

Educational Programs, Services, and Research Activities for the Aging

TITLES IN THIS SECTION furnish information about a variety of institutions, agencies, and resources through which the educational needs of aging adults are being met. Most of these agencies and organizations are reaching older adults through programs of instruction and other educational activities, training programs for old age specialists and volunteer workers, research activities, and through

educational and related services. Many rapidly developing services, now provided for the aging and the aged in institutions, the home, in industry, and the community at large, are described. Titles have been selected to show the ways in which a wide variety of agencies are using educational principles and techniques, and to reflect some of the more promising new developments.

Part 1.—Educational Activities and Programs of Instruction

Public Schools and Community Colleges

Adult Education: An Overview of Adult Education and a Summary of the Survey of Adult Education in Minnesota Public Schools and Junior Colleges, 1953-54. St. Paul: State of Minnesota Department of Education, 1955. 72 p.

Chapter III outlines the philosophy, scope, purposes, and goals of adult education with comments upon the growing interest in education for later maturity. Specific areas of concern in education for the aging are set forth as follows:

1. Health habits
2. Mental hygiene practices
3. Increasing mental and emotional maturity
4. Attitudes and adjustments relative to changing family status
5. Recreational skills
6. Counseling for changes in vocations
7. Retraining
8. Developing an alert elder citizenry
9. How to retire from full occupational life to a life of other activities
10. Freeing our aging from the prejudices of a culture geared to youth
11. Educating society to make use of the experience and abilities of mature men and women.

Adult Education for the Aging and the Aged. Bulletin No. 6. Albany: The University of the State of New York,

State Education Department, Bureau of Adult Education, 1950. 12 p.

Designed to help directors of adult education develop educational programs to aid in the preparation of adults for life in the later years. Discusses the role of education and its responsibility to people in the upper age brackets. Includes a number of suggestions on how adult education can meet the needs of the aged through formal and informal classes, programs, and services.

ARCHAMBAULT, DEWEY G. Developing Community Awareness of the Older Job Seeker. *Employment Security Review*, 24:9-13, April-May 1957.

Tells how the job problems of older women in the "over 45" age group were explored and solved through retraining programs in two Massachusetts communities. Describes various procedures and techniques used to set up vocational retraining classes, publicize the classes, and stimulate total community interest in trying to solve the employment problems of the older worker.

BROWN, G. T. Never Too Old to Learn. *School and Society*, 74:279-281, November 1951.

Shows how the needs of older adults must be considered in a class situation, and gives suggestions for ways to set up a program which will meet these needs in an objective manner.

CRABTREE, ARTHUR P. *Civic Education Programs for Adults.* Curriculum Series No. 1. Washington: National Asso-

ciation of Public School
Adult Educators, 1956. 64 p.

Prepared for the use of administrators, teachers, and leaders of civic adult education programs in operation under the public schools. Those outside the public schools should find the document of value, however, for its excellent treatment of the needs and interests of adults in public affairs and in local and international problems and issues.

DE LIMA, AGNES. Reaping Wisdom's Harvest. In *No Time to Grow Old*. Legislative Document, 1951. No. 12. Albany: New York State Joint Legislative Committee on Problems of the Aging, 1951. p. 202.

Emphasizes the value of encouraging older people to enter courses in adult education to broaden their perspective and to increase their articulation as informed citizens.

The Denver Public Schools: Emily Griffith Opportunity School. An illustrated brochure. Denver, Colo.: Denver Public Schools. Not dated. 31 p.

The story of the Emily Griffith Opportunity School, the adult education branch of the Denver public school system. Shows the continuous and increasingly important part which the school has played in the work life, home life, and socio-civic life of the Denver community making educational facilities available without cost day and night to adults of all ages, educational backgrounds, and interests. Stresses opportunities for adults to "learn what they need to learn in order to adjust themselves to ever-changing cultural and vocational conditions."

Development of Adult Education

in California. Prepared by Mann, George C. and Getsinger, J. Wilson. Revised by Sworder, Stanley E. *Bulletin of the California State Department of Education*, December 1957. p. 58-80.

Part I deals with the historical development of adult education in California. Part II covers the philosophy, purposes, and structure of adult education in California at the present time. Chapter 8, The Curriculum for Adult Education, describes typical courses offered in California cities of three sizes. Illustrates the State's interest in its older citizens and discusses the provision of education in problems of aging that have been developed in line with that interest.

FROELICHER, FRANCIS M. Education for Older Adults. *Baltimore Bulletin of Education*, 33,3:28-31, June 1956.

Describes current efforts of the public schools of Baltimore to furnish learning and training opportunities for older persons. Discusses the relationship between older adult interests, initiative, and program planning. Suggests the need for a "central agency" which would not only open untapped training resources, but would satisfy the need to eliminate much of the overlap in various agency programs now reaching the aging and the aged in many of the Nation's metropolitan centers.

Gerontology Program 1956-1957.

Los Angeles: Los Angeles City Schools, Adult Education Branch, Gerontology Office, 1956. Not paged. Processed.

Outlines a course in gerontological education offered by the Los Angeles

public schools as part of the adult education program. Presented in the form of unit plans, lecture announcements, and agenda sheets. Lecture and forum discussion topics are as follows:

1. Health
2. Planning for the Later Years
3. Nutrition
4. Intellectual Expansion
5. Arts, Crafts, and New Skills
6. Music Appreciation
7. Trips of Interest.

Special methods for older adult classes are outlined in the final section of the document.

GIBBS, MARGARET JONES. *Adult Education: South Carolinians Are Going Back To School. A story of South Carolina's first growing community college program. Reprinted from The South Carolina Magazine, May 1957. 4 p.*

Discusses the adult education programs at several centers and schools throughout the State of South Carolina offering learning opportunities to anyone over 16 years old not enrolled in regular school.

HOYER, LOUIS P. *What is the Place of Education in Securing Employment for Older Workers? In Proceedings of a Conference on Problems of Making a Living While Growing Old. Philadelphia: Temple University, 1952. p. 131-133.*

Discusses the cooperative role of public schools in training and promotion of employment for older workers. Tells how public schools can secure information about employment possibilities of older adults after retraining, and how programs can be expanded to include industrial, trade, and business

fields. Brief section on reeducation for retirement.

Iowa Public Schools Adult Education Programs: School Year 1957-58. Des Moines, Ia.: Department of Public Instruction, 1957. Not paged. Processed.

Annual report indicating total enrollment of vocational adult education programs and general adult education programs in Iowa for the school year 1957-58. Specific reference is made to programs designed especially for the aged or senior citizen. Out of a total of 175 programs, 41 reported activities for senior citizens.

KAPLAN, JEROME. *A Social Program for Older People. Minneapolis: The University of Minnesota Press, 1953. 158 p.*

Outlines a constructive program for those who have reached the period of life when they have much leisure time but little preparation for its constructive use. Chapter 6, *What To Do for Program*, covers types of activities upon which the "life" of any club for older persons may depend when considered with the wishes of the group, group capacities, available facilities and resourceful group workers. Lists educational programs such as book reviews, lectures, discussions, travelogs, citizenship programs and current events. Lists "special" educational programs designed to satisfy special needs of the aging.

KEMPFFER, HOMER. *Education for a Long and Useful Life. Federal Security Agency, U. S. Office of Education. Bulletin 1950. No. 6. Washington: U. S. Government Printing Office, 1950. 32 p.*

Chapter 3, *Active Agencies and Pro-*

grams, describes the growing interest in educational programs and services for the aging. Discusses several programs in industry and educational institutions, including public school and adult education center programs at Santa Barbara, Pasadena City College, San Mateo Junior College in California; The Broward County Institute, Fort Lauderdale, Fla.; Olympic Junior College at Bremerton, Wash.; Story City, Iowa; Wichita, Kans. (describing a Grandmother's Club); Springfield, Mass.; Stephenson, Mich.; and Kalamazoo, Mich.; Johnson City, N. Y., and in New York City providing special activities for aged people. Suggests possibility that a great many schools can point to sizable numbers of older adult enrollees in certain types of educational activities open to adults of all ages.

LAMBERT, HILDRETH. *The Adult Counseling Program. Baltimore Bulletin of Education*, 33,3:57-60, June 1956.

An account of the counseling service for adults offered by the Division of Adult Education of the Baltimore Public Schools, its present status, and plans for extension of these services. Outlines the nature of the counseling needs of adults, functions and desirable qualifications of the counseling staff.

LEOPOLD, ALICE K. *Developing Work Opportunities for Women Over Forty. Employment Security Review*, 21:14-17, November 1954.

Helpful information about the development of work opportunities and training for middle aged and older women for employment outside the home. Discusses employment barriers, and some traditional attitudes toward aging workers which are out of step with advances in the medical sciences, industry, and changed circumstances.

LOGIE, IONA. *Adult Counseling Aids in Retirement Plans. Reprinted from The Vocational Guidance Quarterly*, Spring 1955. p. 83-85.

Detailed description of an experiment in retirement counseling services offered by two adult schools in San Francisco. Discusses the place and value of counseling in retirement planning.

MATHER, LOUIS K. *The New American School for Adults. Washington: National Education Association. Division of Adult Education Service*, 1955. 39 p.

Tells how public school classes for men and women are helping to meet the educational needs of a free society in changing times. Points up the difficulties encountered in developing and sustaining popular understanding of public affairs.

MCCLOSKEY, MARK A. *Education for Senior Citizens in New York City. In Growing with the Years. Legislative Document, 1954. No. 32. Albany: New York State Joint Legislative Committee on Problems of the Aging. p. 128-130.*

Discusses the public and private efforts of organizations and agencies within New York City to meet the educational needs of a population over 65, which in 1954 was increasing nine times as fast as the rest of the city's population. Actual cases illustrate the influence which adult education and recreation centers have had and can have on the lives of older citizens.

The Milwaukee Vocational and Adult Schools. Descriptive

Report of the Director of Vocational and Adult Education. Milwaukee: Milwaukee Board of Vocational and Adult Education, 1955. 50 p.

Describes division 4, The Adult School, established day and evening adult schools for working people, homemakers, unemployed adults, and retired workers enrolled in training classes for vocational and general education purposes. New skills acquired in the Adult School make it possible for retired workers to go back into the job market on a part-time basis.

MOODY, K. A. Retraining for Later Maturity. *Adult Education*, 1:66-72, December 1950.

Outlines difficulties in vocational retraining for older adults, and in developing work opportunities for those with diminishing abilities. Discusses psychological barriers, individual differences, and economic considerations which create specific problems in employment retraining programs for older workers.

A New Kind of Public School for Adult New Yorkers: Needed by So Many for So Long. A Leaflet. New York: New York Adult Education Council, Inc., Not dated. 4 p.

Colorful leaflet seeking support for a proposed all-day adult school in New York City to be included in the 1958-59 operating budget of the Board of Education. Indicates similar schools are now serving adults of all ages in Niagara Falls, Denver, Seattle, and other cities.

OLDS, EDWARD B. Adult Students and Their Teachers. *Adult Education*, 5, 9:210-219, Summer 1955.

Presents results from a study based

on six communities. Compares the kinds of people participating in adult education in six public adult schools with the kinds of adults generally found in the community population.

POMEROY, DONALD S. *Youth Takes a Look at the Later Years.* A report of a conference sponsored by the Joint Committee on Inter-Institutional Projects—Merrill Palmer School, University of Michigan Extension Service, Wayne State University and Detroit Public Library, Detroit, Mich.: Detroit Public Library, 1957. 25 p.

Account of a unique conference attended by a number of 17- and 18-year-old Detroit public high school students who met to discuss the needs of the aging and their relationships to the youth of the community. Restates some of the questions raised during the conference pertaining to the discharge of youth's responsibilities toward older persons, the common interests of young and older adults, and the task of reshaping attitudes toward aging and the aged.

PROCTOR, JAMES O. Arts and Crafts. *Baltimore Bulletin of Education*, 33,3:50-52, June 1956.

Highlights the popular do-it-yourself spirit in the arts and craft centers in Baltimore and other parts of the country attended today by thousands of adults of all ages, and from all walks of life. The growing interest in adult education is reflected in the frank admissions of many students that "what they knew at the time of graduation from high school or at the age of 21 no longer is enough to last them a lifetime."

PULLING, R. J. Education for the Elderly. In *Birthdays Don't Count*. Albany: New York State Joint Legislative Committee on Problems of the Aging, Legislative Document, 1948. No. 61. p. 290-295.

Discusses a program of public adult education tailored to fit the needs of adults who are old.

RABE, HENRIETTA F. Educational Needs of the Older Adult in Rural New York State. In *Young at Any Age*. Legislative Document, 1950. No. 12. Albany: New York State Joint Legislative Committee on Problems of the Aging. p. 160-165.

Reports attitudes commonly held about aging and old age by older adults themselves and by other rural dwellers. The author discusses the need for flexible thinking on the part of the aging, for accurate information and help in adjustment to changes created by advancing age, through the development of new skills and social relationships.

——— Grandma's Going to School Again. *New York Education*, 38, 324-326, February 1951.

Points out some of the areas in which there is need for the schools to foster continuous learning throughout life.

——— Public School Educational Programs. *Adult Education*, 1, 2:56-60, December 1950.

Discusses education for the aging adults in terms of public adult education programs. Indicates three basic objectives: (1) Designing special programs wherein the needs of the aging for finding new values can be met, fixed

habit patterns can be changed, and new satisfactions gained; (2) complementing existing services offered by groups other than public educational institutions, such as centers or canteens; and (3) planning and conducting retirement preparation programs for those still on the job who must make certain adjustments prior to retirement.

RAWLINGS, WILLIAM M. The Fundamental Tools of Learning. *Baltimore Bulletin of Education*, 33,3:37-41, June 1956.

Discusses educational offerings designed to offset adult illiteracy. Tells how practical reading, writing, and arithmetic skills are strengthened through practice drills related to everyday shopping duties, completing forms or reading signs appearing in the factory, on the streets, and in stores. Indicates some of the individual interests of both young and older adults handicapped by poor educational backgrounds.

A Report of the Committee on Leisure Time and Adult Education Activities. Hackensack, N. J.: Bergen County Citizens Committee on the Needs and Problems of the Aging, The Bergen County Tuberculosis and Health Association, Inc., 1957. 10 p. Processed.

Reports results of a study of all outlets in Bergen County for positive use of leisure time, including social, craft and community service groups, adult education classes, and county-wide activity programs. Reports a total of 15 communities currently offering evening adult classes open to senior citizens in all regions of Bergen County. Classes emphasize skills, recreation, finances, discussion groups,

self improvement, and vocations. Committee recommendations are included.

Salem Public Schools: Adult Education Department, General — Vocational. Annual Report 1955-56. Salem, Oreg., School District No. 24CJ, 1955. 19 p. Processed.

Describes classes in beginning reading offered at Salem public schools for adults who need this type of instruction. Participants during the school year ranged in age from 17 to 63 (15 women and 38 men were registered). Explains the importance of special textbooks for literacy education classes.

TURNER, FRANCIS A. *Our Public Schools: Adult Education.* Part V: Report of the Superintendent of Schools (1954-55), Division of Special Services, Bureau of Community Education. New York: Board of Education of the City of New York, 1956. 27 p.

Describes day classes in New York City for adults of all ages who want to learn to read and write or to prepare themselves for citizenship. Classes are held at public school buildings, settlement houses, libraries, community centers, and sometimes in hospitals. Useful information about learning opportunities for adults in the New York City area.

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION. *Public Vocational Education Programs: Characteristics of Programs Under Provisions of the Federal Vocational Education Acts.* Pamphlet No. 117. Washington:

U. S. Government Printing Office. Revised 1957. 17 p.

Gives an overview of the cooperative Federal-State program of vocational education developed under the Smith-Hughes Act of 1917 and the George-Barden Act of 1946 which provides funds for training (of less than college grade) in agriculture, distributive occupations, home economics, trades and industry, and practical nursing. Many older adults are presently receiving instruction under these programs which they need, desire, and can profitably use to stay in the labor force longer.

U. S. DEPARTMENT OF LABOR, WOMEN'S BUREAU. *Training Mature Women for Employment.* The Story of 23 Local Programs. Women's Bureau Bulletin No. 256. Washington: U. S. Government Printing Office, 1955. 46 p.

Describes 23 training programs for mature women. Shows that mature women are an important labor resource for employers faced with a need for competent workers; and that much can be accomplished with the facilities at hand in every community. Highlights training opportunities in New York City, Chicago, and East St. Louis. Emphasis is placed upon learning new skills after 35 and finding a job.

VALADE, WILLIAM J. and CHESKIE, SOPHIE V. Adult Education in Michigan. *Michigan Education Journal*, 34:396, and 412-414, May 1, 1957.

Describes efforts of various institutions and agencies in Michigan to provide education for adults who desire to improve themselves, prepare for the age of automation which has arrived or who want opportunities to finish high school. Still others may simply wish more education and human association

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with the added possibility of enriching leisure time by avocational and cultural courses. Indicates the need for counseling and guidance is as great or greater for older students than the young. Adult education enrollment figures are cited.

VAN SANT, THOMAS. Aspects of Public School Adult Education. *Baltimore Bulletin of Education*, 33,3:13-25, June 1956.

Presents an overview of the Baltimore public school adult education program which reached 25,998 adults of all ages in 1955. Traces the rapid growth of adult education in the past 30 years. Concluding section presents an optimistic outlook for adult educa-

tion as each year brings increased participation in educational programs by large numbers of adults.

WHEELER, MERTON. Education for Adults. *Missouri Schools*, 21,7:3-4, and 18-19, March 1956.

Presents information about vocational programs typically offered to Missouri out of school youth and adults of all ages in agriculture, distributive occupations, homemaking, and trades and industry, reimbursable in part from Federal and State vocational funds. The author believes the rapidly changing nature of knowledge and skill required for success in these programs will constantly increase the demand for training at the adult level in these subject areas.

Universities and Colleges

ADOLFSON, L. H. The University's Role in Adult Education. *Adult Education*, 5, 4:231-232, Summer 1955.

Describes adult education "university style" in a rapidly expanding era. Discusses university policies in the development of special extension staffs, pilot studies and projects, leadership training, cooperative programs with other agencies that provide adult education, and the training of professional adult educators.

ANDRUS, RUTH. Personality Change in an Older Age Group. *Geriatrics*, 10:432-435, September 1955.

Gives a detailed description of the educational program and facilities of the Cold Spring Institute designed for college graduates 60 years and over, located at Cold-Springs-on-the-Hudson, N. Y.

AXELROD, JOSEPH. Developing a Course in Life Values. In *Accent on Teaching*, by Sidney J. French, ed. New York: Harper & Brothers, 1954. p. 61-76.

Describes some of the problems of organizing and teaching a college level course, "A Study of Life Values," at San Francisco State College. Outlines the understandings and skills the student should acquire after successfully completing the requirements. The course itself centers on the development of principles by which future choices will be made by the learner.

CARLSON, WILLIAM S. The Role of the Modern University in an Aging Society. In *Brightening the Senior Years*. New York State Legislative Document, 1957. No. 81.

Albany: New York State Joint Legislative Committee on Problems of the Aging, p. 115-117.

Sees "education for the process of maturing" as a part of a program where the whole public—young and old alike—could be informed about the process of aging, and one in which the problems of older persons can be seen as an extension of the problems of earlier life.

DONAHUE, WILMA. Experiments in the Education of Older Adults. *Adult Education*, 2:49-59, December 1951.

A review of comparatively recent attempts by the University of Michigan to reach and study older adults. An earlier television experiment is described and analyzed.

——— Preparation for Living in the Later Years. *Adult Education*, 1:43-51, December 1950.

Discusses course offerings at the University of Michigan designed to prepare individuals for life in later years; indicates age ranges and educational levels in community classes offered. Expresses confidence that "adult education will play a very significant part in determining what the old person of tomorrow will be."

——— and others, eds. *Rehabilitation and the Older Worker*. Ann Arbor: University of Michigan Press, 1953. 200 p.

Report of the Fourth Annual Conference on Aging, University of Michigan. Discusses techniques and programs found to be effective in rehabilitation of older people who would otherwise be doomed to an inactive, unproductive, and dissatisfying old age.

——— and TIBBITTS, CLARK, eds. *Growing in the Older Years*. Ann Arbor: University of Michigan Press, 1951. 204 p.

Papers presented at the Third Annual Conference on Aging, University of Michigan, summer 1950. The following essays will be of interest to educators and lay leaders in educational activities for older adults: Changes in Emotional Needs with Aging, by Moses M. Frohlich; Responsibility of Education to the Older Adult, by Thomas A. Van Sant; Proposed Programs in Education for an Aging Population, by Everett J. Soop; Training Volunteers in Community Services With Old People, by Ollie A. Randall; and Group Development and the Education of Older People, by Roger W. Heyns.

——— eds. *Planning the Older Years*. Ann Arbor: University of Michigan Press, 1950. 248 p.

Includes the following essays of interest to educators and lay leaders in educational activities for the aging: Broadening Horizons in Gerontology, by Nathan W. Shock; Recreational Needs and Problems of Older People, by Helen Graves Laue; A Recreational-Educational Experiment, by Woodrow Hunter, Dorothy Coons, and Clark Tibbitts; Public Attitudes Toward Various Activities of Older People, by Robert J. Havighurst; Cultural Activities of Older People, by Frank E. Robbins; and An Experiment in the Restoration and Preservation of Personality in the Aged, by Wilma Donahue.

Education for Aging. *Adult Education*, volume 1, December 1950.

Entire issue devoted to a symposium on Education for Aging. Summarizes several distinct functions for educational agencies reaching the aging as follows: (1) Research on the aging

process and the means of satisfying older people's needs; (2) training professional personnel for work with older people; (3) conducting various types of educational programs and activities for older adults; and (4) introducing subject matter on aging into undergraduate curricula. Contents: Preparation for Living in the Later Years, by Wilma Donahue; Community Attitudes and the Older Citizen, by Arthur Carstens; Public School Educational Programs, by Henrietta F. Rabe and Ollie A. Randall; Educational Programs in Other Agencies, by Manfred Lilliefors; Retraining for Later Maturity, by K. A. Moody; and Research Needs, by Irving Lorge.

Education for Later Maturity in the U. S. A. In *Old Age in The Modern World*. Report of the Third Congress of the International Association of Gerontology, 1954. Edinburgh and London: E&S Livingston, Ltd., and Baltimore: Williams & Wilkins Co., 1955. p. 610-617.

Tells how education in American institutions, agencies, and resource centers furnishes aid and encouragement to the older person in his struggle to adjust to the "inevitable consequences" of becoming old. The introductory statement by Wilma T. Donahue calls attention to the uniqueness of the conference section on Education for Later Maturity a development in the United States that has not yet taken place in any measurable extent in other countries of the world.

HARRIS, DALE B. Maturity and Aging: A Course in the Institute of Child Welfare at the University of Minnesota. *Journal of Gerontology*, 3: 18-20, January 1948.

Traces the background and development of a course in maturity and aging offered at the University of Minnesota. In this course, later retitled "Maturity and Aging," less emphasis was placed upon the last years of the life span, with major emphasis upon developmental changes in later adolescence, early adulthood and middle life. Includes outline of lectures, discussions, and special reading requirements.

LANDAU, JULIUS. *And the People Found a Time for Art*. Madison: The University of Wisconsin, University Extension Division, 1955. 31 p.

A narrative account of the Third Annual Community Arts Workshop held in 1954 at the University of Wisconsin. Will serve as an example of creative arts programming for aging adults.

LIPMAN, RHODA M. A Small Study on the Feasibility of Education for Mentally Retarded Adults. *Adult Education*, 7:216-218, Summer 1957.

Describes a coeducational - social group program and questionnaire survey involving 10 organized groups of mentally retarded adults in New York City. Initially organized as a university demonstration project to get information regarding the fundamental needs of this group (ranging in age from 17-35), the data reflects socioeconomic status, educational background, vocational experiences, level of mental functioning, and need for further education.

Michigan Reservoirs of Help for Community Leaders. East Lansing: Michigan State College, Continuing Education Service, 1954. 17 p. Processed.

Discusses continuing educational opportunities in Michigan under the following topics: Public School Programs, Michigan State College Services, Other Michigan Colleges and Universities, State Governmental Agencies, Organizations, Miscellaneous Sources, and the Essential Commodity—Local Leadership. Discusses educational programs, activities and services available for adults of all ages in a variety of institutions and selected centers in the State.

MILLER, MERLE. School for Students Age 60. *Nation's Business*, 41:98-102, October 1953.

Describes the Cold Spring Project graduate course for college graduates 60 years of age or over set up by a group of educators and specialists in the problems of old age. The project promotes the idea that education is possible as long as life endures.

MORTON, J. R. University Extension in the U. S. *Adult Education*, 4,6:207-213, September 1954.

Indicates the scope of the university extension movement in the United States. Lists type of extension services offered; describes its "users"; financing; and the obstacles to be overcome. The author states that greatest use is made of these facilities by the adult who is around 30 years of age.

New Directions: For Today and Tomorrow. East Lansing: Michigan State University. Not dated. Not paged.

The story in photographs about the "Continuing Education Program" of Michigan State University organized to help adults of all ages help themselves. The section on continuing education centers explains how "at home" education is provided in an effort to

make education more accessible to all the people of Michigan.

New Institute of Gerontology. *Journal of Gerontology*, 8, 2:222, April 1953.

Brief statement announcing the creation of an information center on problems of the aging at the Institute of Gerontology, State University of Iowa. Indicates long-range plans.

NEWSOM, CARROLL V. A Challenge to Higher Education. *Journal of Educational Sociology*, 30:212-215, January 1957.

Discusses the efforts of New York University to extend research coordination, counseling services, training programs and other educational opportunities to increasing numbers of people of all ages through business, industrial, government and community activities. Deplores the fact that little opportunity has been provided for children, young people, and even middle-aged adults to learn much about old age through the medium of formal education.

PETERSON, ROBERT L. A University Extension Course in Gerontology. *Journal of Gerontology*, 6,1:39-42, January 1951.

Discusses the development and organization of an experimental course offered at the University of Illinois, entitled "Aging and Preparing for Advanced Years." Outlines the manner in which course materials were developed and selected; indicates class session schedules and enrollment.

REALS, WILLIS H. Education of the Aging in Institutions of Higher Learning. *School and Society*, 79:177-184, June 12, 1954.

A picture of what some selected in-

stitutions of higher learning are doing in education of the aging. Shows something of the "growth of the movement and its character." Indicates the number of institutions offering programs for older adults; radio and TV programs, and free tuition plans for enrollees 60 years of age and over. Describes successful retirement plans and practices involving professors emeriti. Predicts the rapid expansion of graduate and undergraduate credit courses for older adults and increased reliance upon conferences and training institutes.

REED, CHARLES E. *America Alerts Her Citizens. Recreation*, 46:97-100, May 1952.

Describes numerous programs offered by public and private organizations in the area of recreation and education for the aged. Outlines some of the activities sponsored or operated by New York State Department of Social Security, the University of Michigan Extension Service, and the University's Institute of Human Adjustment.

SEELYE, LAURENS H. *For the Teacher Aged 65—What? American Association of University Professor's Bulletin*, 43:89-96, Spring 1948.

Contains the recommendation that a Teacher's Continuation Service after 65 be promoted. This would provide a personal advisory service wherein those still interested in teaching or research activities (but retired from their positions under a statutory pension plan) could be introduced to visiting teaching or research in other institutions of higher learning.

SHOCK, NATHAN. *Broadening Horizons in Gerontology. In Planning the Older Years*, by Wilma Donahue and Clark Tibbitts, eds. Ann Arbor:

University of Michigan Press, 1950. p. 9.

Describes some educational programs designed to teach new skills and to prepare individuals for living in later years.

SOOP, EVERETT J. *Proposed Programs in Education for the Aging Population. In Growing in the Older Years*, by Wilma Donahue and Clark Tibbitts. Ann Arbor: University of Michigan Press, 1951. p. 127-145.

Describes courses and institutes available through the University of Michigan Extension Service. Brief summary report of nationwide survey of public schools offering special activities for people past retirement age. Indicates few universities offered professional preparation courses as early as 1949-50, although some listed special courses and were conducting research on problems of the aging.

TIBBITTS, CLARK. *Aging and Living. Adult Education Bulletin*, 13:204-211, October 1948.

Describes the development of a 16-week course "Preparation for the Later Years" offered by the University of Michigan Extension Service. Furnishes insight into the nature of the formal classroom presentations with some estimate of the adult student-educator enthusiasm for this type of educational activity.

——— ed. *Living Through the Older Years*. Ann Arbor: University of Michigan Press, 1949. 193 p.

Proceedings of the Charles A. Fisher Memorial Institute on Aging. Contains several chapters with implications for an educational and community program for the aging.

— ed. Final Report of the Second International Gerontological Congress, 1951. *Journal of Gerontology*, 7,2: 259-290, April 1952.

In the discussion under the heading "Education for the Later Years," the author points out the need for professional training for those who will work with older adults and for individual preparation for living in the mature years. Brief description of course offerings in New York and Michigan, and in the cities of Los Angeles and Philadelphia.

— and DONAHUE, WILMA. Developments in Education for Later Maturity. *Review of Educational Research*, 23: 202-217, June 1953.

Makes references to a number of programs for older people. Most of the programs are offered in the form of classes and discussion groups sponsored by universities, community centers, industry, and private clubs and groups. Brief mention of the growing interest in annual conferences on aging which have in recent years attracted a wide following and resulted in many useful publications.

University of Florida, Institute of Gerontology. Institute of Gerontology Series. Annual reports on the Southern Conference on Gerontology held

at the University of Florida. Gainesville: University of Florida Press.

1. *Problems of America's Aging Population*. T. Lynn Smith, ed. First annual report, 1951. 117 p.
2. *Living in the Later Years*. T. Lynn Smith, ed. Second annual report, 1952. 176 p.
3. *Health in the Later Years*. John M. MacLachan, ed. Third annual report, 1953. 123 p.
4. *Economic Problems of Retirement*. George B. Hurff, ed. Fourth annual report, 1954. 180 p.
5. *Aging and Retirement*. Irving L. Webber, ed. Fifth annual report, 1955. 142 p.
6. *Aging, a Current Appraisal*. Irving L. Webber, ed. Sixth annual report, 1956. 179 p.
7. *Services for the Aging*. Irving L. Webber, ed. Seventh annual report, 1957. 159 p.

WATERS, JOHN. You're Never Too Old for a Scholarship. *Retirement Life*, November 1955. p. 10.

Article describes the Boston University retirement scholarship program. Under this plan, which has been enthusiastically received, adults 65 and over are granted free enrollment for courses in the evening division provided prerequisites are met. Indicates age range, work experience, and educational backgrounds of those attending classes under this arrangement.

Private, Trade, and Correspondence Schools

ABRAMS, ALBERT J. Training of Older Persons Through Correspondence and Private Trade Schools. In *Enriching the Years*. Albany: New York State Joint Legislative Committee on Problems of

the Aging. Legislative Document 1953, No. 32. p. 158-168.

In this article the author attempts to answer the questions: Can older adults learn a new trade late in life? Does it pay older adults to enroll in a cor-

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respondence or trade school? The author indicates possibilities for increased vocational training through institutions of this type to upgrade the skills of older adults. Includes useful case histories.

ALLION, HELEN, and KEMPFFER, HOMER. *Private Home Study in the United States*. Washington: National Home Study Council, October 1956. 15 p.

Shows the status and evaluates the effectiveness of home study in the United States by adults of all ages. Summarizes characteristics of enrollees undertaking private study by correspondence.

KEMPFFER, HOMER, and ALLION, HELEN. New Developments in Correspondence Education. *Adult Education*, 4:76-80, January 1954.

Survey indicating the extent to which correspondence education has developed and operates on the high school and college level and in adult education generally. Shows the growth in correspondence education and its relation to the level of literacy in this country.

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION. *Suggestions Relating to Home and Correspondence Study*, by Walter H. Gaumnitz,

Circular No. 309. Washington: U. S. Department of Health, Education, and Welfare, Office of Education. Revised March 1955. 11 p. Processed.

Compiled chiefly for the help and guidance of two types of adults wishing to continue their education through correspondence courses or directed home study: (1) Those who seek through this means to earn a limited number of high school or college credits in partial fulfillment of the requirements for a diploma or degree, and (2) adults who wish to add to their education but do not seek such credits. Lists some outstanding reference sources from which additional information on home and correspondence study can be secured.

WARREN, DOROTHY. A Pilot Project in Vocational Training of the Older Worker. In *Enriching the Years*. Legislative Document 1953, No. 32. Albany: New York State Joint Legislative Committee on Problems of the Aging. p. 129-133.

Reports a significant experiment in "brush-up training" conducted at the New York House and School of Industry. Indicates that older persons not only can learn, but that they can also use newly acquired skills to obtain jobs.

Libraries

ABRAMS, ALBERT J. Librarians and Our Senior Citizens. In *Young at Any Age*. Legislative Document, 1950. No. 12. Albany: New York State Joint Legislative Committee

on Problems of the Aging, 1950. p. 166-172.

Reports results of a survey of special library services for the older adult. Discusses the role of the library in its relationship to the elderly, and the pros and cons of segregated or

special book shelves for the elderly. Discusses reading references for the elderly, clubs for oldsters, shut-in service, and a miscellaneous number of available services including hobby exhibits, the Great Books program, discussion groups, book review meetings, and new devices and equipment useful in bringing educational activities to older adult groups.

BENNETT, JULIA D. Library Services Act—The First Year. *Wilson Library Bulletin*, 32,1:39-43, September 1957.

Discusses the Library Services Act (Public Law 597, 84th Congress, chapter 407, 2d Session, H.R. 240) which became effective in 1956 serving to stimulate the States and local communities to increase library services available to rural Americans. Table showing funds available to States and territories under the Act is included.

BLACKSHEAR, ORRILLA T. The Public Library Serves the Aging. *Wisconsin Library Bulletin*, 52,2:60-65, March-April 1956.

Summarizes current efforts of Wisconsin public libraries to extend effective service to older persons. Includes program suggestions and a brief bibliography of films on problems of the aging available through the University of Wisconsin Extension Division.

DORN, MILDRED and LONG, FERN. *Report on Project of Experimental Group Development with Older People*. Cleveland, Ohio: Cleveland Public Library, 1954. 15 p.

Account of the successful Cleveland Public Library program of informal adult education for older men and women. Indicates weekly attendance; discusses procedures, type of library

materials used, and characteristics of the participants.

Experimental Projects in Adult Education. American Library Association, Office for Adult Education, Chicago, 1956. 36 p.

This report describes the goals and gains of 20 library experimental projects in adult education made possible through American Library Association subgrant funds initially provided by the Fund for Adult Education. Discusses the Library Community Project designed to assist libraries in the development of long-term adult education programs based on community needs.

HARRIS, ABIGAIL H. Scheduling and Programming Community Bookmobile Service. *American Library Association Bulletin*, 5:781-784, November 1957.

Describes the present organization and bookmobile facilities of the St. Louis County Library with headquarters at Normandy, Mo. The author describes services rendered by bookmobile staff librarians, indicates how daily stops are scheduled, how stop announcements are handled, and how some of the difficulties and problems of programming are handled. Discusses plans for extension of the bookmobile program to meet increasing demands.

HIRSON, HELEN F. Never Too Late Group. *Library Journal*, 78:1883-1886, November 1, 1953.

Describes the program of "The Never Too Late Group" sponsored by the Boston Public Library for men and women 60 years of age and over. The program is designed to appeal to educated, mentally alert senior adults who feel it is never too late to gain knowl-

edge, who want to discover new interests, and to make new friends.

HOULE, CYRIL O. *Libraries in Adult and Fundamental Education: The Report of the Malmo, Sweden Seminar.* Paris: UNESCO, Public Library Manuals, No. 4, 1951. 179 p.

Contains report of the UNESCO seminar on the role of libraries in adult education attended by 45 participants from 20 countries in the summer of 1950. Discusses planning procedures for publicizing library adult education programs, program evaluation, visual aids, and organization of group activities. World oriented in approach, it contains much valuable material for those interested in library adult education planning procedures. Opening and concluding chapters contain information on the techniques of seminar organization and operation.

LOGASA, HANNAH. *Grow Old Along With Me.* *Library Journal*, 78:1887-1888, November 1, 1953.

Discusses the need for library programs that will attract older men and women with little formal education, and those who have had limited intellectual interests in the past. Gives practical suggestions for reaching this potential reading audience. The author cites census figures showing formal schooling completed by adults 65 years old and over. Brief reference to coast-to-coast library programs serving older men and women.

LONG, FERN. *Cracking the Age Barrier.* *American Library Association Bulletin*, 49,3: 126-131, March 1955.

Describes the Cleveland Public Library's adult education project for older people. This special group ex-

periment was developed with an ALA subgrant award from the Fund for Adult Education. Describes activities of five separately organized activity groups: Good music, book review group, current affairs discussion, travel group, and the exchange group, a friendly interest-sharing group.

MEYER, SISTER BERTRANDE. *Gray Hairs and Books.* *The Catholic Library World*, 27,2:57-59, November 1955.

The author believes that many elderly people today have had little guidance in reading, that there are many who would both read, and learn to read, if someone would direct them. Expresses confidence in the ability of librarians to help unfold the happier side of aging to those who are no longer young.

PHINNEY, ELEANOR. *Library Community Project Moves Ahead.* *Library Journal*, 81,2:123-125, January 15, 1956.

An account of the progress on the 2-year Library Community Project inaugurated in 1956 by the American Library Association's Office for Adult Education with a grant from the Fund for Adult Education. Outlines plans and staffing programs required to carry out the study project in four pilot libraries located in Kansas, Maryland, Michigan, and Tennessee. States the long-run goals of the project.

———. *Library Service to an Aging Population.* *American Library Association Bulletin*, 51:607-609, September 1957.

Discusses findings of a postcard survey of all public libraries in towns of 2,500 and over as the first step in a study of the ways in which libraries are meeting the problems of increased numbers of older people. The study, initially requested by the U. S. Office

of Education, indicates group activities provided by libraries within the past year.

——— Library and the Aging. *Library Journal*, 78,19: 1875-1879, November 1, 1953.

Indicates how libraries are meeting the need for activities to fill increased leisure time of aging adults. Comments upon the value of conferences and institutes as important sources through which current information becomes available about the problems and nature of aging. Explains how librarians can contribute to the reeducation of the community in its attitudes toward aging. Furnishes a selected bibliography of literature on aging available through early 1953.

SMITH, HANNIS S. Informal Learning Through Libraries. *Wisconsin Library Bulletin*, 50:191-192, September-October, 1954.

Contains firsthand information on a wide range of library activities designed to meet needs of adults of all ages and educational levels.

SMITH, ROBERT M. Putting Education Into our Group Activities for Adults. *Wilson Library Bulletin*, 32,1:47-49, September 1957.

In this discussion, the author does not assume that every library will need to sponsor group activities in order to make a solid contribution to adult

education—that every library must hold adult discussion groups, lecture planning institutes, film showings, or lecture series. Expresses the conviction that in some libraries one or all of these activities would be undesirable, unproductive, or illogical. Spells out certain assumptions about the nature and task of adult education.

STEVENSON, GRACE T. The Library Use of Films. *American Library Association Bulletin*, 50,4:211-214, April 1956.

Outlines criteria for selection of films as one of the ways to portray and interpret all aspects of life and the world about us. Reminds the reader that many will view a film who would not read a book on the same subject. Inasmuch as films are usually helpful in relating information to older adults, this article may be useful to those working with them.

U. S. DEPARTMENT OF AGRICULTURE. *Rural Library Service*. Farmer's Bulletin No. 1847. Washington: U. S. Government Printing Office, revised 1949. 32 p.

Describes the regional library service, how it works, and how it is financed. Illustrated with photographs; indicates how rural people use library books. Tells how some "late-learners" are accomplishing wonders with the help of library guidance provided through bookmobile facilities.

Museums

CHRISTISON, MURIEL. The Virginia Museum of Fine Arts' Artmobile. *Museum*, 8,2: 128-131, 1955.

Highlights the new emphasis now

placed upon art exhibition through modern museum mobile units which, like radio-TV and travelling lectures, bring learning and creative opportunities to greater numbers than ever before.

GODWIN, MABEL W. Museum Educational Facilities. *Museum*, 6:224-225, 1953.

States that even though major efforts of the museum program are concentrated on children, adult education is an important function of the museum providing education and entertainment through extending facilities to meet different tastes. Describes opportunities provided for visitors (young and old) to paint from a live model, discusses facilities for special interest groups, lectures, and use of equipment (library or projection) for experimental or study purposes.

GRIER, H. D. M. Television Experiments in American Art Museums. *Museum*, 11,4: 247-252, 1949.

Describes the role television has played in extending the influence of the art museum to large numbers of people of all ages and interests. Describes numerous difficulties that beset early museum experimental programming. Outlines achievement of various large museums scheduling both afternoon and evening series for the general public; describes newscast programs covering arrival, installation and openings of exhibitions. Urges metropolitan museums to "take down the walls" of the museum and make collections the visual possession of the public.

HATT, ROBERT T. Educational Programmes of Natural History Museums in the United States. *Museum*, 5,1:11-16, 1952.

Describes the effort of museums to extend educational programs to all persons young and old and of varied intellectual capacities. Discusses exhibitions, lending services, lecture and guide services, excursions, field instruction, summer caravans, classes and demonstrations for the very young,

the very old, and provision for graduate training opportunities for museum workers and teachers.

MOORE, ELEANOR M. Leisure in Museums. *Educational Outlook*, 25:176-183, May 1951.

Comments on the wide range of museum subjects, including allied arts, music, dance and drama, costume, commerce, health, history, natural and applied sciences, and other general and specific subjects. Suggests ways in which museum collections may become more meaningful and enjoyable to organized groups and larger numbers of individuals who would combine the pleasures of recreation with learning.

SCHOENER, ALLON. An Art Museum's Experiment in Television. *Museum*, 5, 4:239-244, 1952.

Traces the development and success of the San Francisco Museum of Art television program *Art in Your Life* based upon the idea that the cultural life of the community can be enhanced by television that brings art into the daily life of everyone. Brief mention of television productions originating on commercial channels in New York City, Baltimore, Washington, Philadelphia, Minneapolis, Detroit, Dallas, and Los Angeles.

SMITHSONIAN INSTITUTION. *Traveling Exhibitions*. 1957-58 Catalog. Washington: Traveling Exhibition Service, Smithsonian Institution. 1957. Issued periodically. 39 p.

Describes more than 50 traveling exhibitions available on a rental basis for the 1957-58 season to museums, university and college galleries, libraries, schools, and other nonprofit organizations. List includes a wide variety of exhibitions, large and small, in the

fields of painting and sculpture, drawings and prints, oriental art, architecture, design and crafts, folk and indigenous art, photography, and children's art.

THOMPSON, SAMUEL. The Museum and the Handicapped. *Museum*, 6,4:261-265, 1953.

Discusses the value of appropriate teaching techniques and expanded mu-

seum facilities that bring learning opportunities to the deaf, partially seeing, blind, and other physically handicapped persons. Emphasizes programs for children, but the author believes the lessons learned are equally applicable to handicapped adults. Discusses painting, weaving, and basketry as occupational therapy activities and their obvious link with museum programs.

Community Activity Programs

CHALFEN, LEO. Planning Leisure Time Activities of the Aged. *Geriatrics*, 10,5:245-247, May 1955.

Presents criteria for use in developing leisure-time programs for the aged. Based upon findings of a study of the activities and desires of 216 persons in several old age homes and centers for the aged in the New York City area.

CHARLESWORTH, JAMES C. A Bold Program for Recreation. *The Annals of the American Academy of Political and Social Science*, 313: 141-147, September 1957.

Makes a strong and urgent appeal for the development of new objectives, policies, and new jurisdiction in recreation to supplement existing public education and public welfare programs. Contrasts "genuine recreation" and "training."

COONS, DOROTHY, DONAHUE, WILMA, and HUNTER, WOODROW. A New Type of Hobby Show. *Geriatrics*, 65:314-318, September-October 1951.

Describes a demonstration center which was set up at the 1950 Univer-

sity of Michigan Institute on Aging illustrating organized activities for older persons who come together for information, instruction, and practice in vocational, art, and craft work.

Community Project for the Aged. Report on the First Year's Program. March 1947-February 1948. Chicago: Council of Social Agencies of Chicago. 1948. 40 p. Processed.

Indicates committee and staff activity of the Council of Social Agencies of Chicago during the first year of operation. Discusses volunteer service, recreation, referral and counseling, professional training, and information and consultation services. The report should serve as the basis for comparison with current programs for the aged sponsored by other communities of the Nation.

GORRIE, KATHLEEN. Age Comes Into Its Own. *Food for Thought*, 11:31-33, February 1950.

Describes the reaction of older adults to the program at Gordon House at Vancouver, Canada. Reveals concrete examples of needs fulfilled by adult education.

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The Hodson Community Center. An Experimental Project in Recreation and Education for the Older Person. New York: The Hodson Community Center, 1945. 21 p. Processed.

Traces background and development of the William Hodson Community Center, a recreation center for the older person begun in September, 1943, as an experiment by Welfare Center 41 of the Department of Welfare of New York City. Explains how the center was financed, presents a tentative budget for operation of the center and outlines personnel staff needs.

HOLLENDER, MARC H., and FRANKEL, STANLEY A. Home for the Aged. *Today's Health*, 31:27, January 1953.

Describes a special phase of education for older people as found in educational-activity programs normally carried on in homes for the aged.

HUNTER, WOODROW. A Proposed Activity Center for Older People. *Geriatrics*, 6,2:121-128, March-April 1951.

The article "blueprints" the basis for and the content of an activity center for older people designed to meet a combination of educational, service, and recreational objectives. Discusses interpretation of the center program, community planning responsibilities, costs and financing, and community-wide services. Indicates the place of the weekly center newspaper or bulletin, indoor-outdoor programming, and the utilization of older persons as instructors and leaders.

HURD, ROBERT. A Successful Community Center. *Recreation*, 45:193-196, September 1951.

A discussion of the program of the Madison (Wis.) Community Center, one part of which is the Older Adult Club offering a variety of opportunities for mental activity.

HURWITZ, SIDNEY and GUTHARTZ, JACOB C. Family Life Education With the Aged. *Social Casework*, 33, 9:382-287, November 1952.

Describes experiences of the Jewish Family Service Agency with family life education programs for older persons. Outlines the dual purpose programs as *preventive* (to avoid unhappy family relationships through the strengthening of and enrichment of family life) and *interpretative* (to provide the opportunity for publicizing the agency program and opportunity for individual counseling of older adults).

KAPLAN, LEILA, and others. The Nutritional Status of Noninstitutionalized Aged Persons. *Geriatrics*, 10,6:287-290, June 1955.

Account of the findings of an investigation to evaluate the food habits and nutritive status of a group of persons 60 and over living at home. Outlines a practical educational program in nutrition for this group based upon clinical and other findings. This program is now in operation at the Sirovich Day Center and among groups of older persons in areas of New York City.

KAPLAN, MAX. Music in Adult Life. *Adult Leadership*, 5,7:210-213 and 223, January 1957.

Explores the meaning of "music for adult life and growth" and man's search for creative leisure. States that music means many things to many people just as does religion, philosophy, literature, theatre, and other fine arts.

KRAUS, BERTHA. Community Planning for the Aged. *Journal of Gerontology*, 3:129-140, April 1948.

Suggests the kinds of education to be included in community planning for the aged.

KUBIE, SUSAN H., and LANDAU, GERTRUDE. *Group Work With the Aged*. New York: International Universities Press, Inc., 1953, 214 p.

Describes the establishment and growth of the William Hodson community day center in New York City, opened in World War II. Traces the growth and expansion of the center, which initially served only a small group of aged persons, mainly recipients of old age assistance, handicapped oldsters, and many unemployables.

LEVINE, HARRY A. Community Programs for the Elderly. *The Annals of the American Academy of Political and Social Science*, 279:164-170, January 1952.

Describes new developments in community programs especially designed for older people. Lists activities of a typical day center. Useful to professional workers whose assignments include both administrative duties and activity leadership.

LILLIEFORS, MANFRED. Educational Programs in Other Agencies. *Adult Education* 1:61-65, December 1950.

Discusses educational emphasis in activity center programs and clubs organized for or by older persons; includes centers placing primary emphasis on recreation. Describes activities at Hodson Center (New York City) where older people have opportunities for participation in formal

courses, discussion groups, art, music, and handicraft training.

MCCARTHY, HENRY L. *Day Centers for Older People*. Chicago: American Public Welfare Association, 1954, 15 p.

Describes the organization, operation, and daily activities of 14 day centers of Greater New York operated by the Department of Welfare in cooperation with private agencies and interested citizens. Major emphasis is placed upon recreational-educational activity for participants, and counseling services supervised by a professional staff.

A Manual of Organization: Clubs for Senior Citizens, No. 19. Raleigh: The North Carolina Recreation Commission, 1956. 31 p.

A guide for all agencies and community organizations interested in promoting recreation-education programs for older adults. Sets forth general principles of organization, discusses administration and leadership; gives suggestions for successful club operation.

Recreation for the Elderly: A City and a State Responsibility. Albany: The University of the State of New York, The State Education Department, 1957. 9 p.

Those who are interested in the leisure-time problems of the aged will find suggestions in this booklet which will prove to be helpful in practical situations. Tells how local government can become a valuable partner in helping community agencies assist the aged to find better life in their later years.

Recreation for Our Older Citizens. Proceedings of the Second Southern Regional

EDUCATIONAL PROGRAMS, SERVICES, AND RESEARCH ACTIVITIES 41

Conference on Recreation for the Aging. Bulletin No. 12. Raleigh: The North Carolina Recreation Commission, 1954. 43 p.

Discusses program planning and activities for the aging. Indicates how community institutions and agencies can plan specialized programs for the mental and spiritual growth of the aging and the aged.

ROBINSON, MYRTLE. Public Recreation for Older People. *The Councillor*, 23,3:36-39, September 1953.

Discussion of popular activities for older persons who do not want to become mentally or physically idle. This brief description of "what oldsters want" will be helpful to all leaders responsible for services and informal education-recreation programs for the aging.

The Senior Citizen in Our Community. A Community Study of the Living Conditions and Needs of the Persons 65 and Over in Long Beach. Prepared and submitted by McCann, Charles W. Long Beach, Calif.: Community Welfare Council, 1955. 59 p.

Reports results of an investigation of the living conditions of people over 65 residing in Long Beach. Discusses needs of this segment of the population. One section devoted to education indicates the educational characteristics of the senior citizen and compares attendance of men and women in Long Beach adult education classes. Shows how older persons evaluated the quality of adult educational programs in which they participated.

SILLARS, ROBERTSON, ed. Education for Aging: A Sym-

posium. *Adult Education*, volume 1, December 1950.

Symposium includes a number of articles on adult educational programs and services for the aging.

SWARTZ, PHILIP. Organized Planning for Old Age. *Geriatrics*, 7, 1:63-69, January-February 1952.

An account of a questionnaire survey designed to discover how and to what extent American communities are meeting the social and human needs of older persons. Tables indicate the number and percentage distribution of communities sponsoring institutes or workshops, conferences, health lectures, radio programs, television shows, hobby shows or exhibits, newspaper publicity, and general talks or lectures on aging.

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION. *With Focus on Family Living*. By Muriel S. Brown. Vocational Division Bulletin 249, Home Economics Education Series No. 28. Washington: U. S. Government Printing Office, 1956. 248 p.

A recent progress report on four community programs of family life education first launched in 1938. Specific sections describe how an idea "grew" into an organization which later affiliated with the National Grandmothers' Clubs, discuss successful consumer education classes, and the role of teachers as community leaders.

U. S. SENATE, COMMITTEE ON LABOR AND PUBLIC WELFARE. *Studies of the Aged and Aging. Selected Documents. Volume X: Surveys of State*

and Local Projects. Compiled by the Staff of the Committee on Labor and Public Welfare, U. S. Senate. Washington: U. S. Government Printing Office, 1957. 144 p.

A survey of current State and local activities being carried on for older people throughout the country. One of the surveys was conducted by the Council of State Governments, the other three by the U. S. Department of Health, Education, and Welfare. Describes State programs for the aging, special projects and activities in the field of aging; presents selected samples of special community health services for older people, and a directory of State and local planning and coordinating commissions, committees, and councils on aging.

——— *Studies of the Aged and Aging. Selected Documents. Supplement to Volume X: Surveys of State and Local Projects.* Compiled by the Staff of the Committee on Labor and Public Welfare, U. S. Senate. Washington:

U. S. Government Printing Office, 1957. 412 p.

Presents the results of a county-by-county survey of community programs for older people in the United States. Specific sections on education, professional training, counseling service, activity and day centers are included.

WITIWER, STAN. *Sunshine U. Retirement Life*, 30:7-9, October 1955.

Describes an arts and crafts program operating under the direction of the Recreation Department of the city of St. Petersburg, Florida. Day and night classes offer weekly instruction in pine needlecraft, weaving, china painting, drawing, copper tooling, and photography taught by retired executives, school teachers, and craftsmen. Suggests possibilities for expansion of this center into a community college where serious research can be conducted on behalf of the aged.

WOODS, JAMES H. *Camping for Oldsters. Recreation*, 43: 573-575, March 1950.

Reports a successful camping experiment involving the learning of outdoor skills by adults 60 years of age and over.

Churches, Religious Groups, and Institutions

BRAUN, VIOLA K. *Older Adults Need Fellowship. International Journal of Religious Education*, 30:21-22, November 1953.

Describes a number of social, educational, and recreational activities for adults in the middle and the older years which have brought now interest in life to hundreds in churches of all denominations. Lists practical suggestions for organizing group activities

some of which are educational in nature.

CALDWELL, I. C. S. *Adults Learn and Like It.* Anderson, Ind.: The Warner Press, 1955, 112 p.

Written primarily for the use of religious education leaders, this book should have application for teachers and those who want to learn to guide adult groups in creative experiences.

CAMPBELL, OSCAR P. Organizing Older Adults in the Church. *International Journal of Religious Education*, 30,3:6-7, October 1953.

Urges that the church see the tremendous opportunity present in the fulfillment years when activities for older adults mean much to the church and to the congregation. Indicates how useful services have been developed for the homebound, the active, widowed, married, single, unemployed, or retired older adult.

DEFFNER, DON. The Church and Adult Education. *Adult Leadership* 6,6:147-148, 158, December 1957.

Discusses the broadened concept of adult education among churchmen and the significant role religious education plays today in the lives of people of all age groups. Tells of successful experiments in group dynamics; describes new methods and techniques, and the increased demand for religious counseling.

ESSERT, PAUL. The Role of Religious Adult Education. *Adult Jewish Education Newsletter*, 2,2:6, February-March, 1955.

Stresses the role of religious institutions in not only providing social and recreational facilities for the full, satisfying life of individuals and families, but also in teaching individuals to be "unafraid of their solitude, and how to put it to creative use in personal growth and development."

FAGLEY, FREDERICK L. *Adult Learning in the Church: The Purpose, the Method, and Courses of Study for a Program of Adult Study.*

2d Edition. Boston: Congregational Publishing Society. Not dated. 24 p.

A book indicating the purpose, method, and courses of study for preparation for a more mature life through adult education. Arranged in sections as follows: The Modern Quest for Life's Meaning; Purpose (overcoming life's difficulties); The Group (group meetings not school classes); The Leader; and Procedure.

GLEASON, GEORGE. *Horizons for Older People.* New York: Macmillan Co., 1956. 137 p.

Although primary emphasis is placed upon opportunities for church activities for older adults, contains much valuable material for a variety of groups working on behalf of older persons. Includes an extensive bibliography, and a resource list for group leaders; lists post-retirement occupations, and several types of church and nonchurch homes for the aging. Reflects first-hand knowledge of many of the problems facing older people and some useful practices in attacking these obstacles.

HAZENFIELD, HAROLD H. Older Adults Can Serve the Church. *International Journal of Religious Education*, 30,5:16-17, January 1954.

Describes ways in which the church can provide opportunities for older adults to work and render service, not only to help the church with their talents and skill, but to help older persons themselves keep pace and to learn.

LUND, HENRIETTA. *Lutheran Services for Older People.* New York: National Lutheran Council Division of Welfare. Revised 1951. 63 p.

Revised bulletin which appeared

earlier under the title *Happy Homes for Old Age*. Deals chiefly with institutional care of the aged as one of many approaches in the general field of aging. Discusses the role of the professional and semiprofessional worker, the clerical and maintenance staff, and personnel practices. Appendix includes suggestions for recreation (work and play) for the aged.

MAVES, PAUL B. The Church in Community Planning for the Aged. *Geriatrics*, 5:239-242, December 1950.

Intended to help the reader see the church and the specialized professions as a "geriatric team" serving modern man. Answers several challenging questions through a brief analysis of the functions of religion, and discusses the role of the church in working for health in later life.

— and CEDARLEAF, J. LENNART. *Older People and the Church*. New York: Abingdon-Cokesbury Press, 1949. 272 p.

Points up important considerations in the pastoral care of older people and of group work with older people in the church. Concrete suggestions for leaders concerned with helping church groups to define, plan, and achieve goals.

O'MALLEY, COMERFORD J. (Very Rev.). Why Catholic Adult Education? Report of the Proceedings and Addresses, 53d Annual Meeting, St. Louis, Mo., 1956. *National Catholic Educational Association Bulletin*, 53,1:145-146, August 1956.

Cites heavy enrollments in adult education programs offered in Catholic schools and colleges during the aca-

demic year 1955-1956. Emphasizes the increasingly heavy demand for learning opportunities by older and more serious minded adults. Expresses conviction that the adult education program must "not be carried on as a quasi-intellectual cafeteria or a glorified and hyphenated department of gerontology."

Planning a Club Program for Older People. Columbus, Ohio: Lutheran Welfare League of Central Ohio. Not dated. 23 p. Processed.

A pamphlet designed for the church leader serving older adults. Tells how clubs for older people in the church serve the cause of the church and how they are initiated and successfully operated.

A *Report of the Committee on Religion*. Hackensack, N. J.: Bergen County Citizens Committee on the Needs and Problems of the Aging, The Bergen County Tuberculosis and Health Association, Inc., 1957. 5 p. Processed.

Reports efforts of the committee to collect information regarding current services for older people in Bergen County and to determine the need for additional opportunities for participation in purposeful activities to the church and the community. Committee recommendations are included. States that problems associated with older shut-ins require special consideration.

SALAMONE, ANTHONY J. Problems of and Programming for Older People. Report of the Proceedings and Addresses, 54th Annual Meeting, Milwaukee, Wisconsin, 1957. *National Catholic Educational Association Bulletin*

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tin, 54,1:379-381, August 1957.

Discusses difficulties involved in attacking problems of—and programing for older people; lists and comments upon some significant modern developments which have intensified the “problems of the aged.” Presented initially as an address before a meeting of Catholic clergymen but there is much here that can be usefully applied by leaders in all phases of the field of aging.

Super 60 Clubs. Washington: The Episcopal Diocese of Washington, Department of Social Relations. Not dated. 11 p.

Excellent brochure tells how Super 60 Clubs (Program for the Aging) can be started either as a parish or a diocesan project with the aid of good

materials, a good location, adequate facilities, and effective leadership. Available from the Department of Social Relations located at 1702 Rhode Island Ave., NW., Washington, D. C.

SWAIM, WILLIAM T. *The Church's Ministry to Older Adults*. Newville, Pa.: The Presbyterian Homes of Central Pennsylvania, 1953. 7 p. Processed.

Stresses fact that old people far out number younger generations in the average Sunday morning congregation and that a larger part of the ministry of clergymen should be directed toward the older Christian. Outlines spiritual needs of the aging and comments upon the value of training for young people to prepare for constructive and satisfying old age. Helpful guidebook for leaders in church activities for older adults.

Government Agencies and Official Groups

BOND, BETTY WELLS. Health Education for Organized Groups of Older Adults: A Governmental Health Agency Program. *Geriatrics*, 10, 2: 89-91, February 1955.

Describes a pioneering program in health education developed by the Minnesota Department of Health for organized groups of older adults. Emphasizes discussion units on health subjects, short courses for personnel concerned with the aged, and stresses the importance of adequate source materials for leaders.

CALIVER, AMBROSE. Federal Agencies. In *Education for Later Maturity*, by Wilma Donahue, ed. New York: White-side, Inc., and William

Morrow & Co., 1955. p. 166-178.

Discusses educational services for the aging provided by Federal agencies in the following areas: Health and personal development, vocational effectiveness, family living, leisure-time use and recreation, improved community and intergroup relations through literature and other aids, and education for special groups (including the older adult).

Charter for the Aging. A Report on the New York State Conference on Problems of the Aging convened by Governor Harriman in Albany, 1955. Albany: Office of the Special Assistant, State Capitol, 1956. 659 p.

This comprehensive report contains some of the speeches and papers of the 11 conference committees as follows: Community Organization; Education, and Recreation; Employment; Group Care; Health, Medical Care and Rehabilitation; Housing; Income Maintenance and Prevention of Indigency; Mental Health; Retirement Policies; Religion; and University Research, Teaching and Training.

Council of State Governments—Federal Council on Aging. *Mobilizing Resources for Older People: Federal-State Conference on Aging Proceedings, 1956.* Washington: U. S. Government Printing Office, 1957. 120 p.

Includes principal conference addresses and discussion group reports and recommendations on the following subjects: Income Maintenance and Welfare Services, Employment, Vocational Rehabilitation, and Retirement; Physical and Mental Health; Education and Recreation; Housing and Living Arrangements; and State Organization and Functions. A special paper presented at the conference by the vocational division, U. S. Office of Education is included. It discusses the benefits of the Federal Vocational Education Act as applied to the aging. Consultants and leaders will find this a useful document for use in State-local level conferences and in activities leading to the assessment of available resources for older people.

***Facts About Aging in Georgia.* A Report of the Georgia Gerontology Society. Published by the Georgia Center for Continuing Education. Athens: University of Georgia, 1957. 61 p. Processed.**

Compilation of the reports of seven committees. Report of the Committee

on Education emphasizes professional training for individuals serving older persons, research in the problems of aging, education of the general public concerning older persons, and education of the older individual.

Guide Lines on the Aging. *State Government*, 29, 9:185-187, September 1956.

A brief summary of the discussion group reports as presented at the Federal-State Conference on Aging held June 1, 1956, in Washington, D. C. Thumbnail summaries cover the following subjects: Employment, Vocational Rehabilitation and Retirement; Income Maintenance; Physical and Mental Health; Education and Recreation; Housing and Living Arrangements; and Organization and Functions in the States.

***Man and His Years.* Raleigh, N. Car.: Health Publications Institute, Inc., 1951. 314 p.**

Official account of the first National Conference on Aging held in August of 1950 under the sponsorship of the Federal Security Agency (now the Department of Health, Education, and Welfare) in Washington, D. C. Gives a complete, national picture of the need for more effective handling of problems and issues confronting the middle-aged and the aged. Assesses resources for intelligent planning and coordination of community efforts on behalf of the aging.

NEW YORK STATE JOINT LEGISLATIVE COMMITTEE ON PROBLEMS OF THE AGING. *Legislative Documents* published annually and are available from Senator Thomas C. Desmond, chairman. Albany: New York State Joint Legislative Committee on Problems of the Aging.

Reports of the committee bring together the views of some contemporary senior citizens and the findings and advice of specialists in health, education, social work, and employment. These reports are popularly referred to as the Desmond reports. Document titles issued to date are as follows:

1. *Birthdays Don't Count*. Legislative Document, 1948. No. 61. 326 p.
2. *Never Too Old*. Legislative Document, 1949. No. 32. 216 p.
3. *Young at Any Age*. Legislative Document, 1950. No. 12. 192 p.
4. *No Time to Grow Old*. Legislative Document, 1951. No. 12. 316 p.
5. *Age Is No Barrier*. Legislative Document, 1952. No. 35. 171 p.
6. *Enriching the Years*. Legislative Document, 1953. No. 32. 199 p.
7. *Growing With the Years*. Legislative Document, 1954. No. 32. 159 p.
8. *Making the Years Count*. Legislative Document, 1955. No. 32. 162 p.
9. *New Channels for the Golden Years*. Legislative Document, 1956. No. 33. 151 p.
10. *Brightening the Senior Years*. Legislative Document, 1957. No. 81. 139 p.

Our Findings and Recommendations to the Governor and Legislature. In *Brightening the Senior Years*. Legislative Document, 1957. No. 81. Albany: New York State Joint Legislative Committee on Problems of the Aging, 1957. p. 5-43.

Refers to newly created sources of New York State aid to communities for services for the elderly in group coun-

seling and referrals; retraining for employment; health education; civic, cultural, and recreational activities available through boards of education and recreation centers. Reports substantial growth since 1956 in school-related programs for the aging, such as clubs for older adults, short training courses, and preretirement counseling offered cooperatively through industrial and public school adult education centers. Recommends immediate protection for the elderly to prevent their being swindled out of savings and to help them make wise choices regarding retirement homes, health needs, and insurance.

Recommended State Action for the Aging and Aged. A Summary of Recommendations on Problems of the Aging as Compiled from Reports of State Agencies. Chicago: The Council of State Governments, 1956. 52 p. Processed.

Summarizes the recommendations of general interest from reports issued over the past 10 years by legislative committees and councils, governors' committees and conferences, and other State agencies which have studied the problems and needs of older adults. Useful to all persons interested in aging, in State action for meeting the needs of the aging, and more directly to those responsible for planning, authorizing and administering programs for the aging. A section on education, research, and training is included.

RUSHKOWSKI, JOHN A. The Massachusetts Law Against Age Discrimination in Employment. In *Brightening the Senior Years*. Legislative Document, 1957. No. 81. Albany: New York

State Joint Legislative Committee on Problems of the Aging, 1957. p. 95-101.

Analyzes the nationwide interest in Massachusetts law against age discrimination in employment. Comments upon the ways in which the law has been applied and what has been accomplished since it became effective in 1950. Presents arguments for and against such legislation.

STAHLER, ABRAHAM. Job Problems and Their Solution: The Older Worker — II. *Monthly Labor Review*, 80,1:22-28, January 1957.

Account of the U.S. Department of Labor study to determine the extent and nature of the employment problems of older workers, to discover the specific reasons for difficulty in finding employment and to develop and test the most effective techniques for meeting these problems.

State Action in the Field of Aging, 1956-57. A progress report. Chicago: The Council of State Governments, 1958. 74 p.

A summary of important developments in the States in the field of aging as of the year 1956-57. Reports major organizational trends, discusses major conferences on aging held under the leadership and call of various State governors, and indicates trends in educational and recreational activities. Comments upon university and college programs actively offering adult educational and recreational programs for the aging; and indicates increased expansion for training of personnel and research activities in the fields of geriatrics, chronic illness, and related subjects on the university level.

The States and Their Older Citizens. A Summary of the

Problem and a Program of Action. A Report to the Governors' Conference. Chicago: The Council of State Governments, 1955. 176 p.

A report of the State Governors' Conference setting forth a bill of objectives and a 15-point program for official action on behalf of the aging. Part II, Action in the States, includes a helpful discussion of the topic, Education vs. Myth.

U. S. DEPARTMENT OF AGRICULTURE, AGRICULTURAL RESEARCH SERVICE. *Adult Nutrition*, by Sadye F. Adelson. Three articles on nutrition for adults:

1. The Situation. *Nutrition Committee News*, Winter 1955-56. 8 p. Contains a partial summary of findings from selected studies of diets and nutritional health of adults of all ages with implications for nutrition education.

2. Practical, Popular Nutrition Programs. *Nutrition Committee News*, May-June 1956. 8 p. Presents examples of types of activities in which nutritionists serve as leaders or consultants in helping adults achieve greater nutritional health.

3. On-the-Job Training for Workers. *Nutrition Committee News*. July-August 1956, 4 p. Deals primarily with on-the-job training in nutrition for professional workers concerned with feeding or educating adults. Includes dietary recommendations for the elderly.

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FEDERAL COUNCIL ON AGING. *Aiding Older People: Programs and Resources in the Federal Government.* Washington: Federal Council on Aging, January 1958. 53 p. Processed.

Indicates present status and progress in Federal activities, and the benefits, services, and information provided by departments and agencies of the Federal government in the field of aging. One section is devoted to program development in the areas of adult education, vocational education, leisure time needs of the older citizen, services and benefits to older persons, and services to groups and officials.

—SPECIAL STAFF ON AGING.

Programs of the Department of Health, Education, and Welfare Affecting Older Persons. Washington: U. S. Department of Health, Education, and Welfare, Special Staff on Aging, January 1958. 44 p. Processed.

Describes the current programs and activities of following the constituent agencies within the Department as they relate to aging: Social Security Administration, Public Health Service, Office of Vocational Rehabilitation, Office of Education, the Food and Drug Administration, and the Special Staff on Aging (Office of the Secretary).

—*A Report to the President of the Federal Council on Aging.* Washington: The Federal Council on Aging, January 1957. 20 p. Processed.

Covers operations of the Federal Council on Aging from April through November 1956. Contents: Establishment of Federal Council on Aging; Activities of the Council; Other Recent Activities of Departments and Agencies; Recent Developments—Legislative; and General Recommendations.

—*The States and Their Programs in Aging:* A descriptive survey of the organization and activities of

the official State groups on aging. Washington: U. S. Department of Health, Education, and Welfare, Committee on Aging, June 1956. 133 p.

Directory and description of official State committees and commissions on aging as of spring 1956. Activities of 21 separate States are covered in detail indicating objectives, functions, organizations, and nature of the membership, financing, programing and services, statutory and other authorizations. Reports activities and plans of State departments of education for promoting lecture series on mental and physical health as well as regular classes with special appeal for older adults.

U. S. DEPARTMENT OF LABOR.
WOMEN'S BUREAU. "*Older Women as Office Workers.*" Bulletin of the Women's Bureau, No. 248. Washington: U. S. Government Printing Office, 1953. 64 p.

Describes, in part I, training programs for older women in four cities. The programs, conducted in Cleveland, New York, Denver, and Milwaukee, were limited to office occupations.

U. S. SENATE, COMMITTEE ON LABOR AND PUBLIC WELFARE.
Studies of the Aged and the Aging. Selected Documents. Compiled by the staff of the Committee on Labor and Public Welfare, U. S. Senate. Washington: U. S. Government Printing Office.

A series of comprehensive committee prints representing the broadest survey of the problems of aging which has yet been attempted. Documented and analyzed by a special staff for the

committee, the materials emphasize goals and activities of existing programs in aging throughout the communities of the Nation. Available through the committee in 12 volumes, the series includes a summary, issued as a separate committee print, and supplements to volumes IV and X. Volume designations and titles are as follows:

- I. *Federal and State Activities*, 1956. 309 p. plus XIX p.
- II. *Health and Health Services*, 1956. 232 p.
- III. *Income and Income Maintenance*, 1956. 231 p.
- IV. *Employment*, 1957. 271 p.
- IV. Supplement to Volume IV—*Employment*, 1957. 49 p.

- V. *Public and Private Services for Older People*, 1956. 161 p.
- VI. *Care of the Aging by the Veterans Administration*, 1956. 92 p.
- VII. *Guide to Significant Publications*, 1956. 242 p.
- VIII. *Population: Current Data and Trends*, 1956. 127 p.
- IX. *Research, Demonstration and Training*, 1956. 157 p.
- X. *Surveys of State and Local Projects*, 1957. 144 p.
- X. Supplement to Volume X—*Surveys of State and Local Projects*, 1957. 412 p.
- XI. *Fact Book on Aging*, 1957. 77 p.
- Summary of Federal Legislation Relating to Older Persons*, 1956. 34 p.

Business, Industrial, Cooperative and Labor Union Programs, Policies and Practices

Preretirement Education and Retirement Planning

Aging and Retirement. A Symposium. *American Journal of Sociology*. Volume 59. January 1954.

Entire issue devoted to readings on aging and retirement. Included are: Retirement Problems in American Society, by Clark Tibbitts; Flexibility and the Social Roles of the Retired, by Robert J. Havighurst; Social Relations, Activities and Personal Adjustment, by Ernest W. Burgess; and the Migration of Older People, by Charles R. Manley, Jr.

BARKIN, SOLOMON. Union Policies and the Older Worker. In *The Aged and Society*, by Milton Derber, ed. Champaign, Ill.: Industrial Relations Research Association, 1950. p. 75-92.

Presents union viewpoints regarding management responsibility for providing employment opportunities for older workers qualified to fill certain jobs. Discusses union policies regarding seniority, compulsory retirement, job adjustments, transfers, and downgrading of older workers.

BERS, MELVIN K. *Union Policy and the Older Worker*. Berkeley: Institute of Industrial Relations, University of California, 1957. 87 p.

Discussion based upon union activity and practices regarding the older worker. Presented in two sections as follows: Part 1: Employment Opportunity and part II: Pensions and Retirement.

BLOOMBERG, WARNER, Jr. Automation Predicts Change—1.

For the Older Worker. In *The New Frontiers of Aging*, by Wilma Donahue, and Clark Tibbitts, eds. Ann Arbor: University of Michigan Press, 1957. p. 11-27.

The author discusses reasons for demotion of older workers, the rise of automatic production, on-the-job training, retraining, and the ability of older workers to surmount change. Analyzes the effects of retirement.

BRECKINRIDGE, ELIZABETH. *Effective Use of Older Workers*. Chicago: Wilcox and Follett Co. 1953. 224 p.

Valuable summary and analysis of older worker programs currently in operation in most of the progressive corporations in American industry. Useful information for locating resource materials is furnished in chapter 11. Materials to aid retirement and preretirement conditioning and postretirement programs are covered in chapter 12.

BURNS, ROBERT K. *Economic Aspects of Aging and Retirement*. *American Journal of Sociology*. 59:384-390, January 1954.

Discusses the nature and significance of compulsory retirement and the problems of providing adequate support for the aged through family resources and social security planning.

Company Practices Regarding Older Workers and Retirement. Libertyville, Ill.: Edwin Shields Hewitt and Associates, 1952. 34 p.

Reports results of a survey of 657 companies reflecting retirement policies and practices in American industry.

DETOUZOS, D. N., and PEARCE, JOHN L., JR. *The Older*

Worker in Industry: A Survey of the Retirement Plans of the Larger New Jersey Manufacturing Establishments. *Journal of Gerontology*. 9, 3:349-353, July 1954.

Summarizes the results of a survey of retirement plans for hourly rated employees of some of the larger manufacturing establishments in New Jersey. Discussion furnishes information about the flexibility and extent of compulsory retirement in these plants, retirement age, and extent of pension benefits.

DOUGLAS, MARTHA. *A Preparation for Retirement Program*. Chicago: Research Council for Economic Security, 1955. 8 p. Processed.

This paper emphasizes the qualities which contribute to the success of a preparation for retirement program. Enumerates some of the steps and precautions that should be considered in such an undertaking. Cites some of the accomplishments gained through preretirement interviews; expresses the view that a planned retirement program not only insures a confident attitude among those retiring, but has a far-reaching effect upon the morale of those approaching retirement age.

Encouraging Effective Preparation for Retirement. New York: Ebasco Services, Inc., January 1952. 35 p. Processed.

Indicates some effective ways to encourage objective planning on the part of employees nearing retirement age. Useful to agencies considering the inauguration of a retirement preparation program or to those that wish to supplement an existing program.

FELDMAN, FRANCES L. *The Family in a Money World*. New York: Family Services Association of America, 1957. 188 p.

Handbook for counselors in social work and related fields who may be called upon to help individuals and families with money management. Emphasizes the need for further research on money management counseling for families. Offers data on human needs, sources of income, and other economic facts of life.

Flexible Retirement and Preretirement Planning. A Digest of Proceedings of Cornell Seminar for Business and Industry held December 7 and 8, 1954. Ithaca: New York State School of Labor and Industrial Relations, Cornell University, 1954. 66 p. Processed.

Report of a 2-day seminar on retirement planning conducted for company officials and personnel managers.

FORDE, LOIS E. A Look at Adjustment to Retirement. *Management Record*. 14: 374-376, October 1952.

Presents information on retirement preparation programs in large companies.

FRIEDMANN, EUGENE. *Retirement: A New Way of Life*. Madison: University of Wisconsin Extension Division. 1956. 41 p.

A planning guide with helpful information on many aspects of retirement. Discusses the problems commonly faced by people in their later years, and tells of the ways in which many are meeting the challenge of retirement.

GOLUB, FRED T., MCBRIDE, JOHN F. and STILLWELL, HAMILTON. Retirement: An Experiment in Group Counseling. *Personnel*, 32:544-547, May 1956.

Discusses an experimental preretirement planning program conducted for employees at Personal Products Corporation in Milltown, N. J. who are within 10 years of the compulsory retirement age (65 years). Topics developed for the meetings are as follows:

1. Social Security and the company's retirement insurance plan
2. Personal finance
3. Personal finance
4. Maintaining health after 50
5. Emotional adjustment to retirement
6. Planning for future activities
7. Community needs and resources.

HUNTER, WOODROW, COONS, DOROTHY, and TIBBITTS, CLARK. A Recreational-Educational Experiment. In *Planning the Older Years*, by Wilma Donahue, and Clark Tibbitts, eds. Ann Arbor: University of Michigan Press, 1950, p. 119-140.

Outlines communication procedures and counseling objectives designed to give veteran employees greater opportunity for planning and accomplishing successful retirement.

KAYE, SEYMOUR P. and LEVITT, JACK B. Bargaining on Compulsory Retirement. *Personnel*, 33,2:153-162, September 1956.

The authors outline and discuss duty to bargain on compulsory retirements, arbitration of compulsory retirements,

retirement and dismissal, the requirement of nondiscrimination, retirement as a management prerogative, and compulsory retirement in the courts.

KILPATRICK, WILLIAM H. Education for the Years of Retirement. In *Growing With the Years*. Albany: New York State Joint Legislative Committee on Problems of the Aging. Legislative Document, No. 21. 1954. p. 131-132.

Brief article emphasizes the value of education for the years of retirement. Suggests that programs to study and improve community living should be a definite part of every secondary school program. Emphasizes the need for increased public support of the idea that responsible citizens perform service to the community through volunteer work in one or more organizations.

MCMAHAN, C. A. and FORD, THOMAS R. Surviving the First Five Years of Retirement. *Journal of Gerontology*, 10:212-215, April 1955.

Shows results of a study comparing survival ratios for four groups of Army officers which indicate the effects of retirement upon longevity described as the "retirement impact" proposition. It is of interest to note that the authors found no evidence to support the thesis that entry into retirement is "an especially deadly transition" so far as longevity is concerned.

MATHIASSEN, GENEVA ed. *Flexible Retirement: Evolving Policies and Programs for Industry and Labor*. New York: G. P. Putnam's Sons, 1957. 226 p.

This book outlines and contrasts

formal procedures involved in the administration and operation of modern retirement programs. Chapter 10, Preparation for Retirement, presents program techniques and retirement practices of larger companies. In addition to the company group programs, comments upon a number of educational institutions and community enterprises offering forums to supplement individual and group counseling.

——— *Criteria for Retirement*. Report of a National Conference on Retirement of Older Workers. New York: G. P. Putnam's Sons, 1953. 233 p.

Social and economic needs of older persons are summarized; responsibilities of employees, worker, unions and the Government are reviewed in a monograph by Harlan Fox, Industrial Relations Center, University of Minnesota. A second monograph by Sumner Slichter, Harvard University, answers the following questions: (1) Can the economy afford the loss of production of its older workers or the financial burden of supporting them? and (2) Does the business cycle substantially affect retirement practice?

——— The Continued Employment of Older Workers. *Geriatrics*, 10:137-140, March 1955.

Reviews the work of the National Committee on Aging of the National Social Welfare Assembly relating to retirement practices and to increased effectiveness in the utilization of older workers. Points up some current practices and developments in industrial pension plans and preretirement counseling.

MYER, ALONZO F. College and University Services to Business, Industry, Government and Community in Retirement.

ment Planning and Counseling. *Journal of Educational Sociology*, 30, 5:226-232, January 1957.

Cites the value of group counseling and the waste resulting from faulty retirement planning. Describes a 10-week training program for officers in business, industry and government responsible for retirement planning and counseling. Also describes the experience and success of colleges and universities with flexible retirement plans for alternate semester teaching or half-time schedules for college staff members.

Preparation for Retirement: A Lifetime Process. *Journal of Educational Sociology*, 30, 5:209, January 1957.

Brief editorial introducing the series of articles on The Role of Higher Education in Retirement Planning and Counseling. Indicates that education can help those job-centered individuals who find in retirement only loneliness and uncertainty, and that there is "no age" at which the need for counseling ceases.

OLIVER, WELDON R. Pre-Retirement Education. *Adult Leadership*, 6, 1:21-23, May 1957.

Describes a project in preretirement education involving groups of employees in three major industries in Niagara Falls, N.Y. Analyzes the cooperative approach to preretirement education as effected through the joint resources of the public school, the university, and industry. The author sees retirement as a service which the public school can offer with great effectiveness, and as an undertaking which may have broad implications and lasting value.

POLLAK, OTTO. *The Social Aspects of Retirement*. Homewood, Ill.: Richard D. Irwin, Inc., 1956. 47 p.

Analyzes trends in economic research against the background of values in our culture. Furnishes information about the retirement process and its social implications.

Preparing Employees for Retirement. American Management Association. Personnel Series No. 142. New York: American Management Association. 1951. 27 p.

Includes *Retirement Planning: A Case Study*, by Frederick J. Bell, and *The Pros and Cons of Compulsory Retirement*, by A. D. Marshall.

Pre-Retirement Program. *Journal of Gerontology*, 8, 2:222, April 1953.

Brief statement announcing plans for launching a preretirement program for industrial employees. Indicates types of materials to be used in series of conferences emphasizing group participation and problem solving.

Report of Retired Workers Program. Conducted by Ingham County Industrial Union Council Community Services Committee, National CIO-Community Services Council in cooperation with Community Services Council of the United Community Chest of Ingham County, Michigan State College, and the Lansing Adult Education Center. Lansing, Mich.: National CIO - Community Services Council, May 1955. 8 p. Processed.

Describes the program for retired workers, comments upon the drop-in-center, preretirement forums and counseling services for retired workers. The program was developed as a means of considering the needs of retired workers and the need for a well-rounded program that would set a possible pattern for all CIO unions.

The Role of Higher Education in Retirement Planning and Counseling. *Journal of Educational Sociology*, Volume 30, January 1957.

Special issue devoted to essays on The Role of Higher Education in Retirement Planning and Counseling. Includes the following articles: A Challenge to Higher Education, by Carroll V. Newsom; Education for a Lifetime, by Russell F. W. Smith; Training for Leadership in Working with Older People, by John C. Duff; Industry, Government and Community in Retirement Planning and Counseling, by Alonzo F. Myers; and Research in Aging: Its Scope and Objectives, by Harry A. Charipper. Highlights of the above articles are summarized in the latter half of the issue.

ROBSON, R. B. Experiment in Education of the Older Workers. *Industrial Medicine and Surgery*, 18:365-367, September 1949.

Describes a discussion course for industrial workers developed at the Walkerville (Ontario) Plant, General Motors of Canada, Ltd., entitled "The Problems of Older Age." Organized as a series of lectures, the course covered financial security, physical and mental health, living arrangements, wills and estates, and leisure time activities.

ROWE, EVAN KEITH. Insurance and Pension Plans. The Older Worker—II. *Monthly*

Labor Review, 80,1:29-36, January 1957.

Discusses modern health, insurance and pension plans. Consists principally of excerpts from the Bureau of Labor Statistics Bulletin 1199-2, under the title "Older Workers Under Collective Bargaining — Health and Insurance Plans."

SLICHTER, SUMNER, H. Retirement Age and Social Policy. In *The Aged and Society*, by Milton Derber, ed. Champaign, Ill.: Industrial Relations Research Association, 1950. p. 106-114.

Discusses "premature retirement" and its effect upon the older worker and society. Offers an incentive plan to reduce premature retirement; discusses need for adjustment of pensions to rising prices.

SMITH, RUSSELL F. W. Education for a Lifetime. *The Journal of Educational Sociology*. 30:216-220, January 1957.

States that a good education is perhaps the best preparation for retirement and that a good education is education for a lifetime. Disagrees with those who suppose that we can and should develop special programs to "school" people for every role and task they must perform—and who assume that we can solve the problems of an aging population by teaching children "how to retire."

STERN, JAMES. Automation Predicts Change—1. For the Employment of the Aging. In *The New Frontiers of Aging*, by Wilma Donahue, and Clark Tibbitts, eds. Ann Arbor: University of Michigan Press, 1957. p. 28-44.

The author, an experienced labor consultant, discusses automation and full employment, involuntary retirement and its relation to training and retraining for older workers. Describes and explains the UAW-CIO'S position regarding automation.

STREIB, GORDON F. and THOMPSON, WAYNE E. Personal and Social Adjustment in Retirement. In *The New Frontiers of Aging*, by Wilma Donahue, and Clark Tibbitts, eds. Ann Arbor: University of Michigan, 1957. p. 180-197.

Answers several significant questions regarding the problem of retirement. Reviews many of the findings of the in-plant project of the Cornell Study of Occupational Retirement conducted by the Department of Sociology and Anthropology in collaboration with the Department of Rural Sociology, the School of Nutrition, and the Department of Public Health and Preventive Medicine of the Cornell Medical College in New York City with a grant from Lilly Endowment, Inc.

Swift Announces a New Program Designed to Help Those Who Approach the Golden Years. Reprinted from *Swift News*, Swift & Co., Industrial Relations Department, Chicago, October 1955. Not paged. Processed.

Describes the development and operation of a retirement counseling and communication program at Swift & Co. This program is carried out in five steps with a management representative at each unit responsible for contacting employees at specified times prior to retirement. Objectives and communication procedures are outlined in detail.

TIBBITTS, CLARK. Retirement Problems in American Society. *American Journal of Sociology*, 59:301-308, January 1954.

Discusses a number of serious individual problems created by retirement and the equally serious social counterparts, such as timing one's retirement, financial support of the retired, discovery and provision of new roles, maintenance of social contacts and health, and living arrangements.

TUCKMAN, JACOB. Retirement Attitudes of Compulsory and Non-compulsory Retired Workers. *Geriatrics*, 11:569-572, December 1956.

Account of a study comparing two groups of retired workers: One leaving work under a compulsory retirement policy, and the other under noncompulsory policy. The section on Plans for Retirement Period will be of interest to educators. Tables indicate percentages of retired workers who plan to participate in some educational activity such as hobbies, reading or formal coursework.

Trends in Retirement Planning Programs in Cleveland Industry. A Survey by the Occupational Planning Committee of the Cleveland Welfare Federation. Cleveland, Ohio: The Federation, 1957. 4 p. Processed.

Reports trends in the development of retirement preparation services and programs in Cleveland industry. Indicates number of firms offering some kind of assistance in planning for retirement. Shows that the predominant type of preretirement preparation appears to be counseling (91 percent) on an individual basis.

Other Information Services and Activities

BARBASH, JACK. *Universities and Unions in Workers' Education*. First edition. New York: Harper & Bros., 1955. 206 p.

An excellent survey of types of workers' education programs and their administration. Useful bibliography included in appendix for those in counseling and teaching activities.

BLOCKER, CLYDE E. The Age Factor in Employees' Job Problems. *Personnel*, 32,4: 353-356, January 1956.

Presents data reflecting the relationship of age and certain job problems of employees in a large midwestern life insurance company.

Harvest of the Years: Every Man a King. Second edition. Publication 317. Detroit, Mich: UAW-CIO Education Department. Not dated. 14 p.

A colorful brochure describes the story of multiplant pension programs, tells how negotiations are carried on, and what they mean to senior members of the UAW. Describes the 260 pension plans covering 1,100,000 workers as of February 1955. Discusses health insurance for senior workers, life insurance for pensioners and creative activities available for retired workers.

HEWES, AMY. Early Experiments in Workers' Education, *Adult Education*, 6,4: 211-220, Summer 1956.

Stresses aims of workers' education reflecting new needs which have grown out of changing industrial and social conditions. Describes the pioneering work of the International Ladies' Garment Workers' Union and its continu-

ing efforts aimed at education for the "great masses" of its membership through courses offered not only in trade unionism, but in literature, American history, applied psychology, appreciation of music, health, and hygiene. Important reading for those who lack background in the area of workers' education.

LIVERIGHT, A. A. Life-Long Learning in Montana: Adult Education in the Montana Farmers Union, *Adult Education*, 6,4:202-210, Summer 1956.

An interesting account of the organization and operation of the Montana Farmers Union education program offering "something to everyone in the family." In reviewing the basic elements of this lifelong program, the author calls attention to the fact that major emphasis is placed upon the entire family unit. The Farmers Union reserves no special "Golden Year" category for older members—they continue to serve on local and statewide committees along with the young.

MULLADY, PHILOMENA MARQUARDT. Seniority — A Changing Concept? *Personnel*, 33, 1:78-81, July 1956.

The author discusses past experience with seniority clauses in labor contract negotiations. Describes some of the major goals of workers and the matter of seniority and ability. Outlines some of the factors underlying predictions that major changes in the seniority concept may now be forthcoming.

MIRE, JOSEPH. *Labor Education*. Madison, Wis.: Inter-University Labor Education Committee, 1956, 200 p.

Discusses workers' education as one form of adult education which meets not only the specialized educational needs of rank and file members, but those of labor education specialists, local union officials and other representatives of labor organizations. Points out efforts to meet these needs through education for better living programs. These include consumer education programs for wives of union members, and cultural activities for increased leisure time enjoyment such as reading, travel and other recreational activities for adults of all ages.

PETERSON, R. M. Pension Costs and the Employment of Older Workers. *Personnel*, 33,6:563-567, May 1957.

The author examines arguments regarding pension costs and the employment of older workers and attempts to clarify some of the technical questions involved.

PUNKE, HAROLD H. Social and Educational Problems of Automation and Longevity. *The Journal of Educational Sociology*, 30:398-404, May 1957.

Analyzes the extension of automatic machine operations in industry and business and a greater life span for substantial numbers of adults as two developments of great importance in American life. Discusses the following topics: Automation in Relation to Jobs and Education; Automation and the Changing Conception of Work; and Longevity and the Stakes of Older Adults.

A *Report of the Committee on Economic Security and Employment*. Hackensack, N. J.: Bergen County Citizens Committee on the Needs and Problems of the Aging, The

Bergen County Tuberculosis and Health Association, Inc., 1957. 13 p. Processed.

Reports the work of the Committee seeking information regarding retention of jobs as the worker gets older, finding new work if unemployed, and part-time employment to supplement retirement income. Need for a central counseling center was strongly expressed by employers. Indicates attitudes regarding maximum hiring age in several plants, pension plans, and provisions for retirement counseling. Committee recommendations are included.

SAKS, JOHN I. Status in the Labor Market. The Older Worker—II. *Monthly Labor Review*, 80,1:15-22, January 1957.

Discusses age restrictions in employment, as determined by individual employers; shows how they vary by occupations, industry, locality, and general conditions of the labor market. Summarizes hiring and separation patterns by age in seven major labor market areas — Detroit, Los Angeles, Miami, Minneapolis, St. Paul, Philadelphia, Seattle, and Worcester, Mass.

SCHNEIDER, FLORENCE HEMLEY. *Patterns of Workers' Education*. Washington: American Council on Public Affairs, 1941. 158 p.

The story of the development of Bryn Mawr summer school program for women workers. Indicates how learning opportunities were provided for a group of factory workers, many of whom were deprived of education beyond the lower elementary grades. Of basic interest to those engaged in teaching for everyday living, as well as to those not familiar with the early development and expansion of workers' education for adults of all ages.

Programming Through Selected Communication Media

CRARY, RYLAND W., ed. *The Audience for Educational Television*. Research Report No. 573. Including a Summary Statement and Excerpts from Six Research Studies. Ann Arbor, Michigan: Educational Television and Radio Center, October 1957. 115 p.

Summary report of a series of studies with primary emphasis on the educational television audience. Contents: Part I, An Educational Perspective on the Educational Television Audience, by Ryland W. Crary; and Part II, Excerpts from Audience Studies, contains the following:

1. The Audience for Educational Television in the San Francisco Bay Area, by Wilbur Schramm
2. An Analysis of Some Demographic and Psychological Characteristics of an Educational Television Station Audience, by Richard I. Evans
3. An Exploratory Study of Viewers and Non-Viewers of Educational Television, by J. Stacy Adams
4. Benchmark Television - Radio Study, by Irving R. Merrill
5. A Pilot Study of Public Reaction to Certain Educational Television Programs, by Stephen Withey
6. Educational Television in Boston (Report No. 3), by Kent Geiger and Robert Sokol.

Educational Television Program Survey. Ann Arbor, Mich.: Educational Television and Radio Center, 1957. 12 p.

Shows growth and changes in educational television programming by the

National Educational Television network stations as of April 1957. Indicates growth in total programming in music, literature and philosophy, special and miscellaneous credit telecourses and other adult programming categories. Discusses the spectacular rise of 45.8 percent since 1956 in telecourse programming. Lists stations offering credit and noncredit college telecourses.

ELLIOTT, WILLIAM Y., ed. *Television's Impact on American Culture*. East Lansing: Michigan State University Press, 1956. 382 p.

Sets television into a frame that shows how TV "fits into the culture which has created it," and explores what its educational possibilities are for people of all ages in that setting. Indicates how TV can be used either for purposes which lend themselves to constructive types of educational experiments, or remain only as a habit-forming "opiate" which may often have ill effects, as well as good, on our "national character." Readers with limited time will be interested in the introductory chapter by the editor; in chapter 5, Commercial Television: What Are Its Educational Possibilities and Limits, by Lawrence Laurent; chapter 6, Television and the American Character: A Psychiatrist Looks at Television, by Dr. Eugene David Glynn; and chapter 10, Educational Television in America: A Review of Some Conclusions, by Raymond E. Wittcoff.

KOUNTZ, W. B. (MRS). The Role of Club Women in Gerontology. In *Old Age in the Modern World*. Report of the 3d Congress of International Association of Gerontology,

1954. Edinburgh & London: E. & S. Livingstone, Ltd.; Baltimore: Williams & Wilkins Co., 1955. 605 p.

Brief statement of the activities and efforts of the world's largest group of organized women, General Federation of Women's Clubs, to change the climate of opinion about the older individual through the printed word.

LAZARSFELD, PAUL F., and KENDALL, PATRICIA R. *Radio Listening in America*. New York: Prentice-Hall, Inc., 1948. 178 p.

An analysis of listening habits and of radio as a medium of mass information and entertainment. Data based upon nationwide surveys of the National Opinion Research Center at the University of Chicago.

LILLIEFORS, MANFRED. Educational Programs in Other Agencies. *Adult Education*, 1:61-65, December 1950.

Describes various types of clubs for older people featuring recreational-educational activities; discusses activity programs in homes for older persons. Indicates ways in which professional leaders and volunteers can increase the use of existing community facilities for such activities.

MARX, HERBERT L., JR., *Television and Radio in American Life*. New York: H. W. Wilson Co., 1953. 198 p.

A collection of articles dealing with the impact of the two major means of mass communication in contemporary society, and its significance.

Mass Media and Education. 53d Yearbook of the National Society for the Study of Education, Part II. 1954. Chi-

cago: University of Chicago Press, 1954. 290 p.

Indicates how mass media influences the life of the out-of-school youth and adult. Prepared primarily for educators, students and parents.

MOOSHIAN, CHARLES. Can You Use Me? *Employment Security Review*, 24, 8:9-11, August 1957.

Tells the story of a weekly interview-type radio and television program "Can You Use Me?" designed to find suitable employment for unemployed applicants. Helpful information describes purpose, beginning, and results of this program. Indicates that special programs have been devoted to the older worker and the physically handicapped, as well as to youth interested in summer jobs.

Television and the University. Notes and Essays on Education for Adults. A Report of the Committee on Educational Television, the University of Chicago, No. 5. Reprinted from *The School Review*, April 1953. p. 202-225. Chicago: Center for the Study of Liberal Education for Adults, March 1953.

Presents a number of program ideas where the university, along with other agencies, might use television in achieving traditional educational objectives. Two proposals with specific implications for education for the aging are (1) Resources for Learning, a program to show adults the places to which they can go to study and learn, and (2) Aging Successfully, a program for communicating research findings on the problems of the aged. This program would present certain basic concepts of how life may be made more satisfying for the aged, or

show the work being done on behalf of older adults by various social, recreational, and educational agencies.

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION. *Survey of Educational Television Programs Over Commercial Stations: School Year 1955-56*. Prepared by Gertrude G. Broderick. Washington: National Association of Radio and Television Broadcasters. 1957. 60 p.

Indicates telecourses and programs offered in adult education, public relations and curriculum integration, by subject areas, location-station-sponsor, and program titles. It is of interest to note that 195 of 531 programs offered, or approximately 37 percent, were adult education programs; and 59 were telecourses offering from 1 to 5 credit hours.

— *Television in Education*, by Franklin Dunham, and others. Office of Education Bulletin 1957, No. 21. Washington: U. S. Government Printing Office, reprinted 1958. 124 p.

Part II, What Can Be Done With Educational Television for Adults, outlines and discusses types of programs

for educational television stations to fit different adult audiences.

WILLIAMS, WENDELL W. Community Service in TV Programming: A Cooperative Venture. *Adult Education*, 5,4:220-227, Summer 1955.

Discusses modern TV programming, responsibilities, and opportunities for cooperative relationships between community agencies and educational institutions that use TV to carry out educational functions, interpret their work, and bid for public support. Should acquaint volunteer and professional leaders in the field of aging with some problems likely to develop when TV is used to stimulate the development of positive attitudes toward aging.

Y. O. U.—*Years of Usefulness*. Television script written by Truman J. Keesey. Washington: D. C. Department of Public Health, 1955. Processed.

A series of eight half-hour television programs devoted to seeking solutions to economic, sociological, and medical problems of older people. Series was cited in two public service awards. Program titles include: Council of Elders, Room for All, Worth and Work, New Roles, New Lease, Stitch in Time, Never Too Old, and First Class Citizens.

Part 2.—Educational and Related Services

Age as a Factor in the Employment Process. *Employment Security Review*, Volume 24, April-May, 1957.

A symposium of value to those providing services for the aging. Contents: Youth and Maturity in the

Labor Force, by Lazar M. Paves; Developing Community Awareness of the Older Job Seeker, by Dewey G. Archambault; Serving Older Workers Through Staff Clinics, by Merle S. Kinvig; Changing Attitudes of Older Workers Through Group Counseling, by Dana T. Leitch; Job Development Pro-

grams for Older Workers, by Janet O. Wolfe and Sara D. Kretchmer; Reclamation of Junked Manpower, by Ruby P. Jeffrey; and St. Louis Experiment in Service to Older Workers, by Robert S. Wilson. Illustrative charts, photos, and panels are included.

ANDERSON, ROSE G. Reported and Demonstrated Values of Vocational Counseling. *Journal of Applied Psychology*. 33:460-473. October 1949.

Report of a counseling experiment involving older workers.

DE GRUCHY, CLARE. Counselling the Aged. *Geriatrics*. 2, 3: 183-187. May-June 1947.

Outlines step-by-step procedures and counseling methods used at the Old Age Counselling Center of San Francisco founded by the late Dr. Lillian J. Martin. Describes old age counseling as a well-developed technique with value for intelligent and practical participation in group living.

——— *Creative Old Age*. San Francisco: Old Age Counselling Center, 1946. 143 p.

A collection of case histories acquired at the San Francisco Counseling Center. Interpretations show insight into the problems of aging. Out of print, but available at most large libraries.

Federal-State Conference on Aging: Toward Improved Health for the Aging. *Public Health Reports*. 71:1209-1212, December 1956.

Brief report of the discussion and recommendations of the conference held in Washington in 1956. Recommendations include provision for funds to develop university programs for teaching students in health and in related fields the basic concepts essential to the "care and understanding"

of the aged. Indicates the need for appointment of a services coordinator whose efforts would direct public attention to the health problems of the aged.

KENT, ANN P. An Experiment in Counseling Older People. *Geriatrics*, 11:44-48, January 1956.

Describes the program of the Adult Counseling Services of New York City as an active force in reaching older people who need the help of socio-medical counseling service programs. Emphasis is placed upon the organizational pattern of the two counseling centers, operating under the joint sponsorship of the Medical College and the Department of Sociology and Anthropology of Cornell University, and the New York City Department of Welfare. This description of a modern, carefully planned counseling service should furnish helpful information to those interested in adult counseling activities.

KINVIG, MERLE S. Serving Older Workers Through Staff Clinics. *Employment Security Review*, 24:13-15, April-May 1957.

Describes the development and operation of a staff clinic, an experiment in which employment specialists in Minnesota worked together to develop new and improved ways to serve the older worker. Stressing the "group approach" the staff clinic emphasized service to the applicant instead of service to the employer. Indicates the value of the staff clinic as an effective training technique as well as an operating procedure.

LAFOLLETTE, ISABEL B. Making the Most of Our Maturity. *Journal of Home Economics*, 48,7:513-516, September 1956.

Stresses the importance of counseling for older women seeking part-time employment. Step-by-step account of how training facilities and counseling services were set up in a Wisconsin community to aid older women interested in reentering the labor force.

LEITCH, DANA T. Changing Attitudes of Older Workers Through Group Counselling. *Employment Security Review*. 24:16-18, April-May 1957.

This article grew out of a study of the older worker conducted in Miami in 1956. Includes discussion on forming the group, planning and conducting the session, and evaluating group counseling technique. The author states that these group counseling sessions appeared to support the thesis that older people accept the criticism and advice of fellow job seekers "more gracefully and with more favorable results than that of a counselor—with whom they cannot identify themselves or their problems."

ODELL, CHARLES E. Employment Services for Older Workers. *The Annals of the American Academy of Political and Social Science*, 279:171-179, January 1952.

Discusses the employment problems of older workers. Specialists providing related services to older adults to supplement adult learning activities will be interested in the author's description of needed research.

A *Report of the Committee on Counseling*. Hackensack, N.J.: Bergen County Citizens Committee on the Needs and Problems of the Aging, The Bergen County Tuberculosis and Health Association, Inc., 1957. 6 p. Processed.

Reports results of a questionnaire survey to determine the extent to which professional counseling, guidance, information, and referral services for the aging are available in Bergen County, N.J. The agencies surveyed reported the outstanding problems of the aging as follows: Inadequate finances, housing care for the chronically ill, and loneliness. Section 6 contains a discussion of the national outlook on programs for the aging. Committee recommendations are included.

RABE, HENRIETTA F. Recreational and Educational Services for the Aging and the Aged. In *Services for the Aging*, by Irving L. Webber, ed. Gainesville: University of Florida, Institute of Gerontology, University of Florida Press, 1957. p. 63-72.

Discusses a variety of educational and related services for the aged; tells how needs are being met by various agencies; and indicates some trends in services. Emphasis is placed upon educational planning as a cooperative effort of public and volunteer or private organizations.

U. S. DEPARTMENT OF AGRICULTURE. Agricultural Research Service. *Food and Nutrition Services of Federal and Quasi-Official Agencies of the United States*. Compiled by Nutrition Programs Service, Human Nutrition Research Branch. Washington: U.S. Department of Agriculture, 1954. 50 p. Processed.

Describes in detail current responsibilities of various Government and quasi-official agencies in the area of food and nutrition. Interested readers

will find helpful information on available programs and services offered in these areas by the following agencies: Departments of Agriculture; Defense; Interior; Labor; Atomic Energy Commission; Health, Education, and Welfare; Federal Trade Commission; Veterans' Administration; The American National Red Cross; National Research Council; and the Federal Civil Defense Administration.

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, PUBLIC HEALTH SERVICE. *Illness and Health Services in an Aging Population*, by Perrott, G. St. J. and others. Four papers presented in section IV of the Second International Gerontological Congress, St. Louis, Mo., September 9-14, 1951. Public Health Service Publication No. 170. Washington: U. S. Government Printing Office, 1952. 68 p.

This bulletin provides a comprehensive analysis of data on illness among the elderly and health services for an aging population.

U. S. DEPARTMENT OF LABOR, BUREAU OF EMPLOYMENT SECURITY. *Counseling and Placement Services for Older Workers*. Bureau of Employment Security Publication No. E152. Washington: U. S. Government Printing Office, September 1956. 88 p.

Describes the following types of special services and activities provided to older job applicants in an experimental group: Intensified interviewing, group counseling, aptitude and performance testing, training and retraining courses, staff clinics, group job solicitations, job

openings, daily review of job orders and promotional campaigns to effect increased hiring on basis of merit regardless of age.

U. S. SENATE, COMMITTEE ON LABOR AND PUBLIC WELFARE. *Studies of the Aged and the Aging*. Selected Documents. Compiled by the staff of the Committee on Labor and Public Welfare, U. S. Senate. Washington: U. S. Government Printing Office.

Documented and analyzed by a special staff for the Committee. The complete series available through the Committee in twelve volumes, includes a Summary (issued as a separate Committee print) and two supplements. The following volumes describe services and activities for the aging throughout the Nation:

- I. *Federal and State Activities*, 1956. 309 p. plus XIX p.
- II. *Health and Health Services*, 1956. 232 p.
- V. *Public and Private Services for Older People*, 1956. 161 p.
- VI. *Care of the Aging by the Veterans Administration*, 1956. 92 p.
- X. *Surveys of State and Local Projects*, 1957. 144 p.
- X. Supplement to Volume X—*Surveys of State and Local Projects*, 1957. 412 p.

WEBBER, IRVING L. *Services for the Aging*. Gainesville: University of Florida, Institute of Gerontology, University of Florida Press, 1957. 159 p.

A collection of 15 papers which served as the basis for conference discussions for the Seventh Annual Southern Conference on Gerontology, March 14-15, 1957. Major emphasis is placed

upon the following significant questions: What services are now being provided—in the institution, the home, and the community at large? How well do they meet needs? What are the more promising new developments? What next steps should be taken in providing these services and how should responsibilities be divided among the public agencies and voluntary groups? The following articles emphasize education and related services for the aging: Recreational and Educational Services for the Aging, by Henrietta F. Rabe; Personal-Social Counseling for the Aged, by Carl L. Altmaier; and Recreation and Education as Therapy for the Aged, by C. C. Bream, Jr.

WICKENDEN, ELIZABETH. *The Needs of Older People and Public Welfare Services to Meet Them*. Chicago: American Public Welfare Association. 1953. 148 p.

The author evaluates the needs of the aging; describes the reluctance of our still youthful society to look squarely at the problems faced by those in their later years. Brief reference is made to services and to educational, cultural, and information programs conducted on behalf of older persons by a variety of institutions and

through community channels, such as newspapers and similar media, which offer a means for education and self-expression for the older citizen.

WILSON, ROBERT S. St. Louis Experiment in Service to Older Workers. *Employment Security Review*, 24:24-25, April-May 1957.

Outlines the development of an action plan to extend employment counseling services to older workers and retirees. Furnishes insight into daily, operating problems that accompany an all-out effort to serve the older adult through the facilities of a local employment office under the Missouri Division of Employment Security.

WOLFE, JANET O., and KRETCHMER, SARAH D. Job Development Program for Older Workers. *Employment Security Review*, 24:18-20, April-May 1957.

Outlines procedures and practices found to be effective in a job development program for older workers in New York State. Discusses the place of window displays and other techniques involving field visits, telephone solicitation, and placement. Case histories are included.

Part 3.—Surveys and Research Activities

ARNOFF, FRANKLYN N. Research Problems in Gerontology. *Journal of Gerontology*, 10:452-456, October 1955.

Calls attention to the lag in research in terms of development and standardization of adequate tools or tests for measuring the "normal" aging individual. Questions the validity of

generalizations applied to the aged based upon information obtained from seniles in mental institutions and in homes for the aged. Suggests improved experimental design for future gerontological research.

BAYLEY, NANCE, and ODEN, MELITA H. The Maintenance of Intellectual Ability in

Gifted Adults. *Journal of Gerontology*, 10:91-107, January 1955.

Discusses numerous studies conducted to increase our knowledge of the measurement of intellectual changes in superior adults between 20-50 years at all occupational and educational levels.

BELBIN, R. M. Difficulties of Older People in Industry. *Occupational Psychology* 27, 4: 177-190, October 1953.

Reports investigation of the difficulties that older people experienced in 32 industrial firms. Discusses difficulties in acquiring skills and maintaining continued performance.

BENNETT, GEORGE K. Relationship of Age and Mental Test Scores Among Older Persons. In *The New Frontiers of Aging*, by Donahue, Wilma and Tibbitts, Clark. Ann Arbor: University of Michigan Press, 1957. p. 152-157.

Reviews research conducted regarding the effect of increasing age upon intelligence test scores. Helpful discussion of procedures and problems involved in the recent standardization of the Wechsler Adult Intelligence Scale.

BREEN, LEONARD Z. Some Problems of Research in the Field of Aging. *Sociology and Social Research*. 41:412-416, July-August 1957.

Stresses the need for research which will increase our knowledge about the average, healthy, older person. Advocates interdisciplinary research in studying the nature of aging. Such research, in the opinion of the author, would involve a cross fertilization and

sharing of views, methods, and accumulated knowledge.

BROMLEY, DENNIS B. Some Effects of Age on the Quality of Intellectual Output. *Journal of Gerontology* 12, 3: 318-323, July 1957.

Reports results of two proverb interpretation tests as part of a large battery of tests administered to subjects of different ages to investigate the relationships between normal aging and higher thought processes.

BROZEK, JOSEF. Needed Research *Your Activities and Attitudes*. Chicago: Science on Age and Functional Efficiency. *Geriatrics*, 10:469-473, October 1955.

Indicates need for additional information on anatomic changes with age. Urges that more attention be given to the psychologic and physiologic significance of work and its impact on the worker.

BURGESS, ERNEST W., and others. *Research Associates*, 1946. 10 p.

A questionnaire designed to measure activities and attitudes of older people.

CALVIN, ALLEN D., and others. Studies in Adult Learning Since 1930. *Journal of Educational Research*, 50, 4: 273-285, December 1956.

Reviews a substantial number of studies conducted from 1930 through 1953 primarily concerned with the effectiveness of older adults in learning situations.

CAVAN, R. S., and others. *Personal Adjustment in Old Age*, Chicago: Science Research Associates, 1949. 204 p.

This study, based on a survey of 2,988 older persons, indicates many characteristics of the aging which educators must recognize. Includes chapters on adjustment problems, attitudes, and activities.

CHANDLER, ALBERT R. Attitudes of Superior Groups Toward Retirement and Old Age. *Journal of Gerontology*, 5:254-261, July 1950.

Indicates the importance of "tolerable health and tolerable income" in old age. Emphasizes need for interests and activities which give positive value to life that can be developed through education for use of leisure time.

CHARIPPER, HARRY A. Research in Aging: Its Scope and Objectives. *Journal of Educational Sociology*, 30,5: 233-236, January 1957.

A review of a number of recent investigations pertaining to the identification, study and relationship of many "contributing factors bearing on the process of aging and the state of being aged." Categorizes these factors under the headings of biological, psychological, and sociological.

DONAHUE, WILMA and TIBBITTS, CLARK, eds. *The New Frontiers of Aging*. Ann Arbor: University of Michigan Press, 1957. 209 p.

A collection of papers presented in a research symposium of the 8th Annual University of Michigan Conference on Aging held in the summer of 1955. Indicates trends and factors identified from data collected in original studies of the social problems of aging. Workers engaged in education activities for the aging will be interested in the following chapters: Chapter 2, Automation Predicts Change—part 1. For the Older Worker, by Warner Bloom-

berg, Jr., and Automation Predicts Change—part 2. For the Employment of the Aging, by James Stern; Aging and Rural Life, by Walter C. McKain, Jr.; Relationship of Age and Mental Test Scores Among Older Persons, by George K. Bennett; and chapter 15, Emerging Principle and Concepts: A Summary, by Wilma Donahue.

DOPPELT, JEROME E., and WALLACE, WIMBURN L. Standardization of the Wechsler Adult Intelligence Scale for Older People. *Journal of Abnormal and Social Psychology*, 51,2:312-330, September 1955.

Describes the findings and research procedures used in the recent standardization of the Wechsler Adult Intelligence Scale to establish norms for adults from ages 16 to 75 and over. The survey, identified as the Kansas City Study of Middle Age and Aging, satisfies a longfelt need for data reflecting the general level of ability in the oldest age group, the extent of mental deterioration and the aged, and changes in ability with increasing age. Illustrated by charts, IQ tables, and diagrams, these important research findings make available, for the first time, intelligence norms for the oldest ages.

DOWNING, JOSEPH. Factors Affecting the Selective Use of a Social Club for the Aged. *Journal of Gerontology*, 12:81-84, January 1957.

Reports results of a survey of persons 65 years of age or older in six Syracuse, N.Y., census tracts conducted in 1952 by the New York State Department of Mental Hygiene. The data was gathered by unstructured interview seeking information relating to knowledge and use of *The Wagon Wheel*, a social club exclusively for the aged sponsored by the Corinthian

Foundation, Inc. Differences in both interest and attendance are analyzed and discussed.

FITZELLE, GEORGE T. Strength of Opinion as an Indication of Philosophy of Life: The Relationship Between Strength of Opinion and Adjustment. *Journal of the American Geriatrics Society*, 3:306-310, May 1955.

Reports the methods, procedures, and findings of a survey of upper middle class widows, 55 years and older, designed to assess the relationship between strength of opinion and adjustment during the later years. Stresses need for further research which will throw light on the "psychodynamics" of a successful adjustment in later life.

FOX, CHARLOTTE, and BIRREN, J. E. Intellectual Deterioration in the Aged: Agreement Between the Wechsler-Bellevue and the Babcock-Levy. *Journal of Consulting Psychology*, 14:305-310, August 1950.

Investigates the agreement of two psychological tests measuring "intellectual loss" in 50 individuals in the 60-69 year bracket.

GARDNER, L. P. Attitudes and Activities of the Middle Aged and Aged. *Geriatrics*, 4:33-50, January-February 1949.

Reports results of a questionnaire survey of the attitudes and activities of 193 older people between 60 and 102. Indicates that a program of "keep-up, step-up, and pep-up" may be appropriate for the middle-aged, but assumes less importance for those in their 60's and 70's willing to "acknow-

ledge some encroachments of aging and adapt themselves accordingly."

HAVIGHURST, ROBERT J. *Human Development and Education*. New York: Longmans, Green & Co., 1953. 338 p.

Furnishes information regarding the developmental task concept of education on an "age-graded basis." Part 4, Adulthood and Old Age, emphasizes the opportunity and obligation of adult education to increasing numbers of older people who have time on their hands and have new tasks to learn, yet are not generally interested in and do not participate in adult education programs or classes.

——— Problems of Sampling and Interviewing in Studies of Old People. *Journal of Gerontology*, 5:158-167, April 1950.

Outlines the study method used to determine the number of people over 65 years of age in a typical midwestern community. Indicates the basis for a satisfactory sampling procedure, and discusses problems of interviewing. Compares sampling and interviewing experiences derived from this study with experiences in other studies.

——— Research on the Developmental Task. *School Review*, 64:215-223, May 1956.

Summarizes research relating to the developmental task concept and its application to elementary, secondary education, and education for adults of all ages.

——— and ORR, BETTY. Aging and Psychological Adjustment. *Review of Educational Research*, 25,5:477-486, December 1955.

Reviews contemporary research studies pertaining to the measurement

of psychological adjustment in later maturity. Discusses increased interest in the process of aging and in getting knowledge that will provide a basis for "a preventive hygiene" permitting better adjustment to advancing age.

HIRSCH, S. Senescence, Entropy, and Cybernetics: A Clarification of Basic Concepts in Gerontological Research. In *Old Age in the Modern World*. Report of the 3d Congress of the International Association of Gerontology 1954. Edinburgh and London: E & S Livingston, Ltd.; Baltimore: Williams & Wilkins Co. 1955. p. 622-627.

Discusses the basic concepts of aging. Emphasizes the urgent need for clarification and definition of what aging is, not only for theoretical reasons, but because "misunderstandings may compromise solutions of important medical and social problems." Full page table gives a unique synopsis showing the extent to which aging research in the following fields are mutually separated or common: Physics and chemistry; general biology; and physio-pathology. For examination by professionals and students of social gerontology.

KAMIN, LEON J. Differential Changes in Mental Abilities in Old Age. *Journal of Gerontology*, 12:66-70, January 1957.

Indicates how the mental test scores of subjects (young and old) were affected by practice, by order of test presentation, and by increased motivation—the offer of a cash prize for improvement.

KATZ, JEANNETTE, and CONAL, GRETEL. The Discussion

Group as a Tool in Working With Older Adults. *National Jewish Welfare Board-Jewish Center Program Aids*, 17, 4:12-16, Fall 1956.

Stresses the value of group discussion in work with older adults as a means of stimulating social communication and response. Describes a typical group participating in an adult educational program. Highlights the problems of controversial issues, the development of tolerance, changing attitudes, and status of the intellectual in the group.

KAY, H. Some Experiments on Adult Learning. In *Old Age in the Modern World*. Report of the 3d Congress of International Association of Gerontology, 1954. Edinburgh and London: E & S Livingston, Ltd.; Baltimore: Williams & Wilkins Co., 1955. p. 259-267.

Reports results of some experiments that illustrate how an individual's "generalized habits" influence his actions, and bear upon the "relation of motivation and transfer of training to adult learning." This discussion of motivation and transfer of past learning among older persons should be helpful to researchers and classroom teachers who may raise general queries about the motivation of older persons, and particularly about their "cooperative behaviour in psychological experiments."

KING, H. F. The Response of Older Rural Craftsmen to Individual Training. *Journal of Gerontology*, 10:207-211, April 1955.

A study conducted to determine the effect of a trainee's age on the success of instruction which involves learning new work techniques. Discusses reluct-

ance of older craftsmen to change methods of work, speed of learning, comprehension, application of new techniques, age at which difficulties in training appear, and facts about the instructors, including age. Results indicate that older people are "rarely untrainable," but show frequent resistance to learning new techniques, and a slower rate of learning.

KIRCHNER, WAYNE K. The Attitudes of Special Groups Toward the Employment of Older Persons. *Journal of Gerontology*, 12,2:216-220, April 1957.

Results of research investigations designed to measure attitudes toward employment of older persons. Reports results of attempt to measure directly the attitudes of persons who presumably are nearest these older persons by means of an attitude scale. Summarizes responses of such varied groups as old age psychologists, experimental psychologists, personnel people, and supervisory trainees.

— and DUNNETTE, MARVIN D. Survey of Union Policy Toward Older Workers. *Journal of Personnel Administration and Industrial Relations*, 1,3:156-158, July 1954.

Procedures used and results of a questionnaire-interview survey conducted by the Industrial Relations Center at the University of Minnesota to explore labor union attitudes on certain issues concerning older workers. Discusses some basic problems which confront labor unions regarding older workers whose usefulness in their customary occupations has declined because of age.

KLEEMEIER, ROBERT W. The Effect of a Work Program on Adjustment Attitudes in

an Aged Population. *Journal of Gerontology*, 6:372-379, October 1951.

Reports findings of a study inventorying the adjustment attitudes of working and nonworking residents of a home for the aged. Shows how work programs contributed to happiness and adjustment of those who participated in them. Emphasizes the importance of meaningful, voluntary work.

KOUNTZ, WILLIAM B. Trends in Gerontology. *Public Health Reports*, 41: 1170-1172, December 1956.

Indicates recent trends in gerontology as a form of evaluation of the problems of aging. Discusses the various divisions into which the field of gerontology has been divided. Expresses confidence in sound programs which will permit the layman and the scientist to become "partners in gerontological research."

KUHLEN, RAYMOND G., and JOHNSON, GEORGE H. Changes in Goals with Adult Increasing Age. *Journal of Consulting Psychology*, 16: 1-4, January 1952.

Reports results of a study to discover shifts in interests and to determine the "strivings" which characterize different phases of adult life relating to change in vocational advancement, goals, marriage and home plans, and interest in retirement. Expresses need for further research which will promote greater understanding of the years of maturity and old age.

KUTASH, SAMUEL B. Personality Patterns of Old Age. In *Growing With the Years*, Albany: New York State Joint Legislative Committee on Problems of the Aging,

Legislative Document No. 32.
1954. p. 51-55.

Discusses the major "signs" on the Rorschach test characteristic of normal old age: (1) Diminution of the capacity of old people to make use of their inner resources and weakening of their reactions to emotional challenges; (2) lessening of perceptual acuity and a somewhat lowered level of intellectual efficiency; and (3) a highly restricted thought-content, demonstrating a narrowing of the range of interests. Reviews some important studies by contemporary investigators who have applied the Rorschach test.

KUTNER, BERNARD, and others.
*Five Hundred Over Sixty:
A Community Survey of
Aging.* New York: Russell
Sage Foundation, 1956.
345 p.

Reports information and survey results in the study of 500 individuals 60 years of age and over all living in the Kips Bay-Yorkville district of New York City. Furnishes insight into the needs and problems of the rapidly increasing aged population in that area, and describes the type of community services available in New York City to meet these needs. Many case histories are included.

LEHMAN, HARVEY C. *Age and
Achievement.* Princeton,
N. J.: Princeton University
Press, 1953. 358 p.

Reports data indicating a sharp drop in productivity after age 50. Reviews some outstanding research works.

——— *Jobs for Those Over 65.*
Journal of Gerontology,
10:345-357, July 1955.

An analysis of data based upon census reports for 1890-1950 (with the exception of the year 1910). The study identifies specific occupations from

which older men and women are least likely to be crowded out by younger workers. Lists those occupations which have (in given periods of time) included twice or more than twice their proportionate share of workers aged 65 or over. Discusses certain jobs where older adults find age a professional asset rather than a liability, and often enables people to remain in gainful employment longer than is common in other occupations.

LORGE, IRVING. *Intelligence and
Learning in Aging.* In
Aging: a Current Appraisal.
Report on the Sixth Annual
Southern Conference on Ger-
ontology, 1956. Irving L.
Webber, ed. Published for the
University of Florida Insti-
tute of Gerontology, Gaines-
ville: University of Florida
Press, 1956. p. 51-62.

Reviews outstanding research studies relating to intelligence and learning ability of older adults. Studies indicate teacher reactions toward methods and problems used in teaching older craftsmen, describe learning difficulties, growth and decline of intelligence, adult personality and mental testing.

——— *Psychology and Our Older
People.* In *Age Is No Bar-
rier.* Albany: New York
State Joint Legislature Com-
mittee on Problems of the
Aging, Legislative Docu-
ment. 1952. No. 35. p. 62-64.

Reports findings of learning experiments conducted by the author which disclose that older people can learn and do learn. Reveals that the primary handicap of the older people tested was their initial attitude toward learning. Reveals helpful information on the importance of previous experiences, stored knowledge and morale building circumstances.

LYONS, JULIA, and TRULSON, MARTHA F. Food Practices of Older People Living at Home. *Journal of Gerontology*, 11:66-72, January 1956.

Reports a survey of the food practices of 100 men and women 65 years of age and over living independently in a low to moderate economic area of Boston. Outlines sampling methods and survey procedures employed. Tables illustrate trends in daily food selection and consumption. Gives comparisons indicating proportion of older people actually meeting nutrition allowance recommendations of the National Research Council.

NICHOLSON, DAVID HULL. *Why Adults Attend School: An Analysis of Motivating Factors*. University of Missouri Bulletin Series No. 57. Columbia: University of Missouri, 1955. 23 p.

Important study concerning the identification and analysis of the major educational motives of adult students attending school courses. Brief discussion of implications for adult education emphasizes the widespread need for personal, educational, and vocational guidance among adults of all ages.

O'NEILL, JOHN J., and DAVIDSON, JO ANN L. Relationship Between Lipreading Ability and Five Psychological Factors. *Journal of Speech and Hearing Disorders*, 21:478-481, December 1956.

Under the assumption that lipreading occurs in normal communication, the author presents results of tests conducted to determine the relationship of lipreading skill to certain psychological factors. Indicates the need for

better understanding of lipreading as a practical communication tool and of lipreading pedagogy. Contains information which should be useful to leaders who wish to explore the potential value of lipreading instruction for the older adult in the effort to encourage wider community and educational activity on the part of aging individuals.

PACAUD, SUZANNE. Experimental Research on the Aging of Psychological Functions. In *Old Age in The Modern World*. Report of the 3d Congress of the International Association of Gerontology, 1954. Edinburgh and London: E & S Livingstone, Ltd.; Baltimore: Williams & Wilkins Co., 1955. p. 279-289.

Describes two studies: The first, concerns changes in memory, intellectual and psychomotor functions; the second, examines the effect of education upon the decline of these functions. Figures and charts illustrate the effect of training or education upon tested members all with similar social background, occupational category, and educational status.

PETERSON, R. L. Effectiveness of Older Workers in a Sample of American Firms. In *Old Age in the Modern World*. Report of the 3d Congress of the International Association of Gerontology, 1954. Edinburgh and London: E & S Livingstone, Ltd.; Baltimore: Williams & Wilkins Co., 1955. p. 316-317.

Reports the findings of a series of recent studies designed to assess the effectiveness of 3,077 workers 60 years

of age and older. Analyzes data in terms of age, length of service, and work performance.

POLLAK, OTTO. *Positive Experiences in Retirement: A Field Study*. Published for the Pension Research Council, Wharton School of Finance and Commerce, University of Pennsylvania. Homewood, Ill.: Richard D. Irwin, Inc., 1957, 53 p.

Presents an analysis of study data reflecting retirement success or failure in 47 cases. Useful to those who look forward to their own retirement as a challenge rather than as a period of either bliss or doom, to members of the helping professions engaged in preretirement and postretirement counseling, and to those who plan company and agency programs of preparation for retirement and programs of assistance to retired employees.

PRESSEY, SIDNEY L., and DEMMING, J. A. Tests Indigenous to the Adult and Older Years. *Journal of Counseling Psychology*, 4,2:144-148, Summer 1957.

Reviews recent investigations examining the hypothesis that tests used in appraising the abilities of middle-aged and older adults should be built around problems typical of everyday adult life just as Binet tests for children deal with tasks typical of childhood. Suggests that the use of "practical information tests," such as the writers have constructed, may desirably balance the findings of the usual tests. The authors also suggest that these practical tests be given to young people to measure their preparation for adult living and their mental maturity.

— and KUHLEN, RAYMOND G. *Psychological Develop-*

ment Through the Life Span. New York: Harper & Bros., 1957. 654 p.

Discusses a wide range of research efforts dealing with growth and change of abilities, interests, and attitudes from childhood into the older years. "Types" of adult education sponsored by a wide variety of agencies and organizations are described in chapter 5. Text accompanied by 99 tables and 114 figures.

— and SIMCOE, ELIZABETH. Case Study Comparisons of Successful and Problem Old People. *Journal of Gerontology*, 5:168-175, April 1950.

A survey of 553 middle class older people indicating there are many well-adjusted older persons in this population group whose success in old age is due largely to varied interests, activities, and their continued usefulness to others. Helpful discussion of survey techniques. Emphasizes the value of certain current efforts to help the aged; gives concrete ways to carry out these efforts, and stresses needed changes in conventional opinions about old age.

A *Progress Report of a Community-University Study of the Aging*. Columbus, Ohio: Bartholomew County Retirement Study Foundation and Purdue University. 8 p. Not dated.

Progress report of a pilot study investigating the problems of the aging and the aged under the auspices of the Bartholomew County Retirement Study Foundation in cooperation with Purdue University. Describes the work of community committees and presents the overall purposes of the study.

SCHUSTER, DANIEL B. A Psychological Study of a 106-Year-Old Man: A Contribution to Dynamic Concepts of Aging and Dementia. *American Journal of Psychiatry*, 109: 112-119, August 1952.

A contribution to "the knowledge of the psychological ramifications of aging" gained in part from observation records in the case of a superannuated man examined in a Rochester, N. Y. hospital in recent years. States that after detailed study the examining doctors found this 106-year old man had "high intellectual endowment and good emotional resources." Points out the important role that personal factor ego resources and life experiences play in the subtle changes created by advancing age.

SHOCK, NATHAN W. Aging and Psychological Adjustment. *Review of Educational Research*, 22:439-528, December 1952.

Review of research efforts that reflect the influence of age upon needs and goals, interests, attitudes, and performance capacities and abilities. Emphasizes need for continuing research to determine "optimum conditions for adult learning."

——— *Trends in Gerontology*. Revised edition. Stanford, California: Stanford University Press, 1957. 214 p.

Completely revised edition of the 1951 book. Makes timely information available to leaders and researchers reflecting trends in programs for the aging in America, and gerontological research now going on in this country and in Europe. Outlines groundwork necessary for attacking many of the problems created by advancing age.

STANTON, JEANNETTE E. Part-Time Employment for the Older Worker. *Journal of Applied Psychology*, 35: 418-421, December 1951.

The major purpose of this inquiry was to investigate the extent to which older persons might find employment in a department store as extra or occasional workers. Summarizes information regarding age of these extra workers when hired, average days available for work, wage increases obtained as well as performance record.

The Study of Occupational Retirement: Second Progress Report—1954. A Preliminary Statistical Report On Health and Medical Examination Information. Conducted by The Department of Sociology and Anthropology, under the auspices of The Social Science Research Center. Cornell University, Ithaca, N. Y., 1954. 12 p. Processed.

Report on the Cornell University Study of Occupational Retirement conducted to determine the effects of continued employment or retirement upon the participants' health and physical condition. Summarizes: (1) Information obtained from participants by means of a self-administered health inventory form; and (2) information obtained from physical examinations conducted by physicians employed by the business, industrial, governmental, and private organizations participating in the study.

Survey of Educational Interests of Older People. A Preliminary Report. Philadelphia: Committee on Education for Older People, Health and

Welfare Council. 1956. Not paged. Processed.

Preliminary report of an informal survey by the committee to discover the educational interests and desires of 3,511 older adults enrolled in six adult education programs and participants in 40 Golden Age Clubs in several Pennsylvania counties. Indicates the extent and nature of educational services designed to meet the special interests, needs, and limitations of an older age group. Survey method, procedures, committee recommendations and outlook are presented in the foreword. One of the few available reports of adult informal educational interest polls.

SZAFRAN, J. Experiments on the Greater Use of Vision by Older Adults. In *Old Age in the Modern World*. Report of the 3d Congress of the International Association of Gerontology, 1954. Edinburgh and London: E & S Livingston, Ltd.; Baltimore: Williams & Wilkins Co., 1955. p. 231-235.

Describes experimental studies which indicate tendency for middle-aged and older individuals to use the eyes to perform actions which younger persons carry out by touch alone. These results emphasize, in a general way, the relatively greater importance of direct visual information in middle and later life. Reference is made to earlier studies indicating prevalence of visual difficulties among those over 65 years of age.

TAIETZ, PHILIP, and LARSON, OLAF F. Social Participation and Old Age. *Rural Sociology*, 21,3 and 4:229-238, September - December 1956.

Based upon survey data gathered in four New York rural communities, the authors report recent efforts to test the relationship of two social phenomena—social participation and old age. Indicates the extent to which decline in participation in formal organizations is a function of old age, and to what extent it is the combined effect of age and certain other variables.

TIBBITTS, CLARK and DONAHUE, WILMA. Developments in Education for Later Maturity. *Review of Educational Research*, 23:202-217, June 1953.

Reviews major research studies pertaining to the adjustment problems of older persons. Discusses adult education programs, projects, and specialized training opportunities for professional and supervisory personnel working with older persons. The authors stress the need for the development of ways to relate knowledge of changing capacities, interests, and motivations of older persons to teaching methods and the learning environment.

TYSON, R. C. Adjusting to Old Age. *Journal of Clinical Psychology*, 7:79-86, January 1951.

Summarizes findings of a number of studies on adjustment to old age. A number of recommendations of authorities are included.

U. S. DEPARTMENT OF AGRICULTURE. *The Farmer and Old Age Security*, by Bail, I.M. Agriculture Information Bulletin No. 151. Washington: U.S. Department of Agriculture, December 1955. 43 p.

Summary analysis of four State surveys (Connecticut, Wisconsin, Texas,

and Kentucky) reports objective data on the economic security of farmers, their retirement plans, and attitudes toward Old Age and Survivors Insurance. Describes the survey method used and characteristics of the areas surveyed.

U. S. DEPARTMENT OF LABOR, BUREAU OF EMPLOYMENT SECURITY. *Older Worker Adjustment to Labor Market Practices: An Analysis of Experience in Seven Major Labor Markets*. Bulletin No. R 151. Washington: U. S. Government Printing Office. September 1956. 269 p.

Reports findings of a comprehensive survey of the labor market experience and problems of older workers. Provides valuable data regarding the characteristics of unemployed older workers seeking jobs through public employment offices and how they compare with younger job seekers. Describes employment patterns of younger and older workers, and labor market practices (as reflected in hiring and separation transactions) affecting the employment and unemployment experience of older workers.

——— Bureau of Labor Statistics.

The following study reports are currently available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. or single copies can be secured from the Department, Bureau of Labor Statistics, Washington 25, D.C.:

1. *Employment and Economic Status of Older Men and Women*. Bureau of Labor Statistics. Bulletin No. 1092. May 1952. 58 p.
2. *Job Performance and Age: A Study in Measurement*. Bureau of Labor Statistics. Bulletin

No. 1203. September 1956. 72 p.

3. *Older Workers Under Collective Bargaining*. Bureau of Labor Statistics. Part I: Hiring, Retention, and Job Termination. Bulletin No. 1199-1. September 1956. 30 p.
4. *Older Workers Under Collective Bargaining*. Bureau of Labor Statistics. Part II: Health Insurance and Pension Plans. Bulletin No. 1199-2. October 1956. 27 p.

U. S. SENATE COMMITTEE ON LABOR AND PUBLIC WELFARE. *Studies of the Aged and the Aging. Volume IX: Research, Demonstration, and Training. Selected Documents*. Washington: U.S. Government Printing Office, 1956. 157 p.

One of a series of comprehensive committee prints pertaining to the problems of the aging. Documented and analyzed by a special staff, this volume outlines information pertaining to research, demonstration, and training for work in the field of aging.

WECHSLER, DAVID. *The Measurement and Evaluation of Intelligence of Older Persons. In Old Age in the Modern World*. Report of the 3d Congress of the International Association of Gerontology, 1954. Edinburgh and London: E & S Livingstone Ltd.; Baltimore: Williams & Wilkins Co., 1955. p. 275-279.

The author indicates that "intelligence tests, such as they are, do not measure the same kind of intelligence in old people or in the same sort of

way as they do at other age levels." Comments in detail upon data made available from the recent restandardization of the Wechsler Adult Intelligence Scale and indicates how this research has made possible a more direct attack upon the problem of the influence of time on intelligence test performance of older subjects. Sampling techniques are discussed.

WESMAN, ALEXANDER G. Standardizing an Individual Intelligence Test on Adults: Some Problems. *Journal of Geron-*

tology, 10:216-219, April 1955.

Analyzes some of the factors and problems involved in the standardization of the Wechsler Adult Intelligence Scale. Describes standardization controls as they apply within each age group according to sex, education, occupation, and geographic region. Discusses many of the major operating difficulties encountered in standardizing tests for adults that are not encountered in the testing of children, for example, adult unwillingness to be tested.

SECTION III

Professional Leadership Development

THE TITLES IN THIS SECTION have been selected for their potential value to the professional leader or consultant engaged in the administration, implementation and operation of educational programs for the aging. These reference materials, and instructional aids should enable workers or specialists in education for the aging to not only develop skill in problem identification, but to increase their ability to recognize the potentialities and limitations

of the older person. They should serve as a guide to the discovery of what education for aging is, what it is doing in given situations, what it can do for the aging individual in the future. Finally, some of the special materials and films illustrate how the leader can, through the application of appropriate adult education and human relations principles and methods, help older adults reach some of their personal objectives.

Part 1.—Adult Education Orientation— Background Reading

Adult Education Issue. *American Library Association Bulletin*. Volume 48, April 1954.

This issue traces the history of the adult education movement in libraries. Presents an overview of some of the accomplishments during the past 30 years and emphasizes need for further development of the adult education

function of the American library. The following articles should interest leaders of older adults: The Elusive Thing Called Adult Education, by Harry Overstreet; The Library and Liberal Adult Education, by Robert J. Blakely; Library-Sponsored Group Services, by John MacKenzie Cory; and The ALA Adult Education Board, by Grace T. Stevenson.

CALIVER, AMBROSE. The National Concern for Adult Education. *School Life*, 39,8:5-6, and 10-12, May 1957.

Major emphasis is placed upon the need for renewed effort on the part of all—institutions, adult educators, Government agencies, and groups of organizations—to prepare for the tasks that lie ahead in meeting the educational needs of individuals and the Nation during the next several decades. Points out the need for wide diffusion of knowledge, methods, and spirit underlying the advances that have given us the new world, and which must take place before we can begin to understand and accept what these technological and scientific advances mean for a genuine improvement in our living.

GRATTAN, C. HARTLEY. *In Quest of Knowledge*. New York: Associated Press, 1955. 337 p.

A historical perspective on adult education from its earliest beginnings to current programs in the United States. Discusses the beginning of public school adult education, the growth of public library programs, clubs and societies, American open forums, the Chautauqua movement, adult education in agriculture, business, industry, and labor unions. Useful background reading for those with little orientation in adult education methods, practices, and its social context.

HAVIGHURST, ROBERT J., and NEUGARTEN, BERNICE L. *Society and Education*. Englewood Cliffs, N. J.: Allyn and Bacon, 1957. 465 p.

A recent study of the American social structure which indicates "how we learn to take our places—or find our paths within it." Stresses the

multiplicity of institutions which educate people of all ages and from all walks of life.

HOULE, CYRIL O. Professional Education for Educators of Adults. *Adult Education*, 6.3:131-150, Spring 1956.

Describes the present status of adult education. Identifies some of the needs of the educators of adults which universities are attempting to meet through the development of a stronger base for the field of adult education. Discusses the nature of professional education and traditional patterns of professional training, and the role of volunteers, part-time leaders, and full-time specialists in adult education.

JOHNSON, HOWARD. The Role of the Public Schools in Adult Education. *The Public School Adult Educator*, 1,1:3-4, September 1957.

Emphasizes the current role of the public school as it serves adults who have passed the compulsory school age. Cites examples of learning opportunities in academic and vocational education, citizenship, civic education, leisure time pursuits, literacy education, homemaking and parent education, and many other areas.

KEMPFER, HOMER. *Adult Education*. New York: McGraw-Hill Book Co., Inc. 1955. 433 p.

Standard textbook and a practical guide for adult education directors in public schools and other community agencies. Stresses the changing nature of adult education and its potential impact on the total educational pattern. Indicates why lifelong learning must become a more important instrument of democracy in the future than it has been in the past.

- *Identifying Educational Needs of Adults*. U. S. Office of Education, Federal Security Agency, Circular No. 330. Washington: U. S. Government Printing Office, 1951.

This well-known study reports efforts to test and evaluate 37 procedures commonly used by public school and community college adult education program administrators in identifying educational needs and interests of adults. Helpful alike to program directors, adult educators, and research workers responsible for the application of such procedures.

- and WRIGHT, GRACE S. *Selected Approaches to Adult Education*. Federal Security Agency, Bulletin No. 16. Washington: U.S. Government Printing Office, 1950. 48 p.

Describes approach as "any organized way" of providing educational activities or learning procedures for adult groups. Suggests a variety of techniques for meeting specific objectives in adult education.

- KNOWLES, MALCOLM. Charting the Course of Adult Education in America's Future. *Adult Leadership*, 6:99-102 and 118, October 1957.

Traces the development and expansion of adult education in this country; discusses new institutional forms of adult education now in the process of development. Indicates major trends and outlook for meeting the changing educational needs of adults.

- *Informal Adult Education: A Guide for Administrators, Leaders, and*

Teachers. New York: Association Press, 1950. 272 p.

Step-by-step guide for leaders and teachers tells how to teach adults. Discusses group dynamics and the art of leadership, program planning, recruiting and training leaders, promotion, and finance. Chapter 7 outlines some typical adult education programs.

- KREITLOW, BURTON W. *Rural Education: Community Backgrounds*. New York: Harper & Bros., 1954. 411 p.

An analysis of the many social and economic forces, associations and organizations in the rural communities of America and their relationship to education at all levels. Special emphasis is given to leadership functions and the integral responsibility of a number of educational agencies for community development. Chapter 4, *The Sociology of the Rural Community*, should be useful to leaders who are not familiar with rural community life.

- LORGE, IRVING. Never Too Old To Learn. *Baltimore Bulletin of Education*, 33,3:1-7, June 1956.

Indicates how modern life has increased the need for continuous learning to cope with shifts in interpersonal relationships. Discusses adult resistance to learning, middle life intelligence, attitudes and interests of older adults, and the importance of capitalizing on a background of stored knowledge and skills that comes only with age.

- MIRE, JOSEPH. The University and the Union in Workers' Education. *Adult Education*, 5,4:232-236, Summer, 1955.

Discusses situations which have given rise to the need for education in the labor movement. Emphasizes the fundamental difference between the ob-

jectives of labor education, which addresses itself to the group (group endeavor and group interest), and the objectives of general adult education which addresses itself to the individual.

NELSON, LOWRY. *Rural Sociology*. New York: American Book Co., 1948. 567 p.

Especially useful to the city worker whose daily activities either bring him into contact with older persons from rural areas, or where effective inter-agency cooperation depends upon the development of adequate appreciations of the characteristics of rural life, rural concepts, mores, and institutions.

NICHOLSON, DAVID HULL. *Why Adults Attend School: An Analysis of Motivating Factors*. University of Missouri, Bulletin Series No. 57. Columbia: University of Missouri, 1955. 23 p.

Important study concerning the identification and analysis of the major educational motives of adult students attending school courses. Brief discussion of implications for adult education emphasizes the widespread need for personal, educational, and vocational guidance among adults of all ages.

OGDEN, JEAN, and OGDEN, JESS. *These Things We Tried*. Charlottesville: Extension Division, University of Virginia, 1949. 432 p.

Describes experiments conducted during a 5-year period designed to aid Virginia communities (chiefly rural) in developing self-help programs. A summary of experiences of two pioneer adult educators.

POWELL, JOHN WALKER. *Learning Comes of Age*. New York: Association Press, 1956, 256 p.

A survey and interpretation of the aims, instruments, clientele and leadership of adult education in the United States "as it is today and as it can be in the future." Contains helpful orientation material on the principal agencies of adult learning with special reference to educational programs for the older person. Discusses public response to TV and resource center offerings of cultural and book discussion programs, including the Great Books, Foundation for Political Education, and American Heritage.

Professional Training Courses, 1955-56. *Adult Education*, 6,5:151-155, Spring 1956.

Lists a broad range of courses in adult education offered by colleges and universities in many parts of the Nation during the 1955-56 academic year. Many of these universities and colleges are now reaching the aging individual through instruction, research, and educational services.

Public School Adult Education: A Guide for Administrators and Teachers. Washington: National Association of Public School Adult Educators. 1956, 156 p.

A comprehensive publication written by and for public school adult educators. Includes a historical review of the development of public school adult education. Covers the following: Curriculum; organizing facilities for the adult education program; in-service training for teachers; counseling adult students; financing adult education and securing state aid; public relations, promotion and publicity; and community advisory committees.

SALAMONE, ANTHONY. *Organizing an Adult Education Program*. National Catholic Educational Association Bul-

letin. Proceedings, 53d Annual Meeting, 53:362-366, August 1956.

Outlines what is involved in the identification of the intellectual and moral needs of the community, and explains how to organize and structure community programs for adults of all ages and interests. Tells how to recruit staff, finance adult programs, and how to promote the adult education program once the special resources and capacities of mature persons have been harnessed.

SCHUELER, HERBERT. The Method of Adult Education. *Adult Leadership*, 5,10:306-310, April 1957.

Contrasts the traditional learning situation of children and youth with the continuing education which adults seek as a part-time, after-hours avocation using only remnants of the time and energy primarily required for a job, family, and citizenship. Suggests need for development of measures by which progress of adult students can be estimated. Outlines classroom techniques which may be particularly helpful for those just getting into the field of adult education.

SHEATS, PAUL H., and others. *Adult Education: The Community Approach*. New York: Dryden Press, 1953. 530 p.

Comprehensive picture of activities and approaches in the field of adult education. Provides firsthand acquaintance with a wide variety of sources in the field. Discusses the structure, and activities of agricultural and university extension, voluntary agencies, public schools, public libraries, and other agencies.

SNOW, ROBERT H. *Community Adult Education: Methods*

of Organizing and Maintaining Learning Opportunities for Men and Women. New York: G. T. Putnam's Sons, 1955. 170 p.

Guidebook for leaders and supervisors of adult education activities. Suggests methods for appraising community needs, marshalling resources, and organizing for effective community action. Extremely helpful to those who work at the operating level where adult education is, or can become, a cooperative community service.

SPENCE, RALPH B. Education's Stake in Adult Education. *Teachers College Record*, 54,5:275-284, February 1953.

Discusses the role of all educators in an era of rapidly expanding interest in adult education activity. Highlights the functional approach of adult education in terms of what adults accept as important for themselves, and what they think is helping them reach their goals. Shows how adult education and expanded educational services for adults could modify the total educational picture. Urges more educational activity among parents.

STEVENSON, GRACE T. What Is Adult Education? *American Library Association Bulletin*, 50,9:578-582, October 1953.

Discusses current efforts to extend library services to greater numbers of adults of all ages. Recounts instances of library adult education activity and the principles and practices which are in general use. Excellent discussion of reading as an "individual, solitary, and personal thing." Stresses the importance of the individual librarian in the development of good library services.

STONE, C. WALTER. Adult Education Practices in Public Libraries. *Illinois Library Association Record*, 9,3: 37-43, January 1956.

Outlines basic skills necessary for librarians engaged in adult education work. Stresses the importance of continuing education as a part of the public library's basic program of community education.

Part 2.—Philosophy and Objectives of Education for Aging

ARTHUR, JULIETTE K. *How To Help Older People: A Guide for You and Your Family*. Philadelphia: T. B. Lippincott Co., 1954. 500 p.

A comprehensive guide for those who are aging, caring for the aged, or who are engaged in work with older persons. Chapter 7, Active Leisure: New Ways for Old, describes opportunities and participation in vocational classes, adult learning, and retirement preparation. Chapter 15, What's New for the Old, emphasizes the potential promise of adult education for improving life for young adults to form a solid base for constructive activity in old age. Contains a glossary of terms used in the medical profession and in social work about the aging and the aging process, and a directory of services available in the United States where aging citizens and their families may turn for help.

BIXLER, JULIUS SEELYE. *Education for Adversity*. Cambridge: Harvard University Press, 1952. 34 p.

A powerful little book which answers the provocative question, "Since adversity is bound to come, should we not prepare for it beforehand?" Indicates the responsibility of the schools in the midst of providing "education for success" to devote some attention to "education for failure"—for adversity—which eventually happens to all.

Advocates training for immature students that will help them to prepare for adversity, put it in its place, and view it as the "incidental feature of life it really is." The author believes "we are helped to meet adversity by diversity of aim."

BROWN, HARRISON. *The Challenge of Man's Future: An Inquiry Concerning the Condition of Man During the Years That Lie Ahead*. New York: The Viking Press, Inc., 1954. 290 p.

Chapter 7, Patterns of the Future, shows how the future world population will survive in a machine civilization with the aid of new technological developments, new disease controls, fabulous transportation and shipping facilities, and greater tolerances on the part of the world's peoples with respect to food production, and less physical space for homes and gardens, etc. Should stimulate the reader to reflect upon the vast and inevitable technological changes to come, and to prepare now in some measure to embrace these changes when they are imposed upon society.

CARLSON, WILLIAM S. *The Role of the Modern University in an Aging Society, In Brightening the Senior Years*. Albany: New York State Joint Legislative Committee on

Problems of the Aging, Legislative Document, 1957, No. 81. p. 115-117.

The author sees "education for the process of maturing" as a part of an overall program through which the public—young and old alike—can be informed and educated about the process of aging and the problems of the older person can be clearly seen as an extension of the problems of earlier life. The author advocates that the university and certain other educational institutions should consciously educate for so-called old age long before people have even approached that stage.

CORMACK, MARGARET L. Education for Living in an International Society. *Educational Outlook*, 31,2:61-71, January 1957.

Places major emphasis upon the "new education" and the "new society" helping Americans along the road to "mass maturity" through increased understanding of some of life's complexities and needs. Stresses the importance of education that helps to develop a mature, healthy person who can make things easier for himself and future generations if he makes the effort now to see values in his national life reflected in international life.

CROW, LESTER D., and CROW, ALICE. *Understanding Our Behavior: The Psychology of Personal and Social Adjustment*. New York: Alfred A. Knopf, Inc., 1956. 347 p.

A positive approach to factors involved in making acceptable life adjustments in a changing life situation. Chapter 15, Using Leisure Time Effectively, indicates that increasing numbers of aging Americans are devoting

some of their leisure time to organized study. Of particular interest to educators and community leaders as well as to those who mean to find value in continued education beyond the period of their formal school training.

DONAHUE, WILMA, ed. *Education for Later Maturity*. New York: Whiteside, Inc., and William Morrow & Co., 1955. 338 p.

Handbook that focuses the guiding principles of adult education upon the later years of life. Outlines a philosophy of education for the mature years. Describes the content and organization of a number of educational programs and services. Outlines available and potential resources for training leaders. Cites the objectives of education for aging and indicates how they are being accomplished.

——— Education's Role in Maintaining the Individual's Status. *The Annals of the American Academy of Political and Social Science*, 279:115-125, January 1952.

Discusses the major functions of education for and about the aging. Proposes a program through which the broad objective of helping aging adults to explore their potentialities and preserve their integration in society can be achieved. Outlines several approaches to education for the older adult, and indicates the extent and status of both "adjustment" and professional training programs provided by universities and colleges, city schools and colleges, and community education programs. Describes some educational services for the older worker.

——— An Experiment in the Restoration and Preservation of Personality in the

Aged. In *Planning the Older Years*, by Wilma Donahue and Clark Tibbitts, eds. Ann Arbor: University of Michigan Press, 1950. p. 167-189.

Indicates that course participation by aging adults shows positive results in personal adjustment, interest in personal appearance, conversation, initiation of activity, and desire for work.

——— Learning, Motivation and Education of the Aging. In *Psychological Aspects of Aging*, by John E. Anderson, ed. Washington: American Psychological Association, 1956. p. 200-223.

Article discusses the responsibility of the psychologist for determining adult learning ability and teaching methods. Indicates the educator's task of applying his knowledge to the requirements and proper instruction of adults so that they may have the opportunity to pursue the stimulating aspects of life into old age. Urges the extension of motivation studies to determine ways of reaching the aged adult who may still be able to secure satisfaction from some form of educational participation.

——— Preparation for Living in the Later Years. *Adult Education*, 1:43-51, December 1950.

Indicates objectives of education for older people and how these objectives may be achieved.

EDWARDS, MABEL I. Leisure Activity as a Problem of Aging. *State University of Iowa Bulletin* — Adding Life to Years. Vol. 3, supplement No. 5, June 1956. 6 p. Processed.

Challenging discussion of the variability of the older persons needs and satisfactions. Analyzes the "new" concept of leisure as related to the importance of work in our system of values.

FRANK, LAWRENCE K. Education for Aging. In *Education for Later Maturity*, by Wilma Donahue, ed. New York: Whiteside, Inc., and William Morrow & Co., 1955. p. 1-8.

Interprets education for later maturity as a response to new and wholly unprecedented conditions in society. The author believes that "if we are to understand the underlying objectives of education for aging, we must recognize some of the significant aspects and dimensions of our contemporary life." Points out the shortcomings of present educational programs, and advances the hypothesis that older persons must unlearn outmoded skills, ideas and attitudes which both create personal problems and hinder group life roles within the family and the community.

GILBERT, JEANNE G. *Understanding Old Age*. New York: The Ronald Press, 1952. 422 p.

Supports the view that work on behalf of aging individuals and knowledge of the problems of aging is rapidly becoming an integral part of many professions. Divided into three sections: Normal Changes in Aging; Abnormal Life Changes in Aging; and Professional Work with the Aging. Suggests practical ways of dealing with these changes. Points out the wide opportunities for service to older persons; suggests continuation of the professional leader's education as well as that of the aging participant.

HUTCHINSON, JOHN I. Recreation in the Educational

Process. *The Annals of the American Academy of Political and Social Science*, 3,3:51-53, September 1957.

Indicates that one fundamental issue in education focuses upon how "educated judgments about the use of leisure time" can be developed. Suggests that education for the full life (leisure and vocational) becomes a real possibility through early and continuous development of constructive attitudes, habits, skills, and knowledge concerning the use of leisure time.

INLOW, GAIL M. Adjustment for What? *The Journal of Educational Sociology*, 30,6: 262-267, February 1957.

The author indicates that maturity should be considered in the light of relativity and not in terms of the absolute, inasmuch as individuals of different backgrounds, levels of ability, and interests are mature in different degrees. Tells how conflict between local customs and attitudes and the philosophy of maturity extend to all the people of the world. Urges professional leaders in the field of "adjustment" to seek help from leaders in other disciplines so that they may think together about maturity.

JERSILD, ARTHUR T., HELFANT, KENNETH, and others. *Education for Self-Understanding*. New York: Bureau of Publications, Teachers College, Columbia University, 1953. 54 p.

Describes the efforts of a group of high school teachers to explore what the school can do to help young people acquire healthy attitudes toward themselves and others. The authors believe that effective study and counseling will reduce the vast carry-over of "unhealthy attitudes" which young people bring with them into adult life.

JOHNSON, ERIC WARNER. What Education for Living in 1975-2025? *Parents' Magazine*, 32:50,170-177, October 1957.

Urges new kinds of learning to "fit" youth for the changed circumstances of their future adult years when the far corners of the world will be within easy reach in a day's time. Addressed primarily to teachers of the young, but may stimulate the reader to assess current values and to think about adult life as it may be in future years.

KELLEY, EARL CLARENCE. *Education for What Is Real*. New York: Harper & Bros., 1947. 114 p.

A challenging discussion of the need for experiences which give value to knowledge about all kinds of people and about our environment. The author's words should be useful to those who would increase their knowledge of how to work with older persons: "The capacity to become educated depends, it would seem, on the capacity of the individual to relinquish what he has held, and to build new habit patterns in keeping with new environmental demands."

KEMPFER, HOMER. *Education for a Long and Useful Life*. Federal Security Agency, Office of Education, Bulletin No. 6. Washington: U. S. Government Printing Office, 1950. 32 p.

Indicates the responsibility of education to prepare people in early and middle life for living in the older years. Suggests types of educational programs for general cultural orientation, health, family living, leisure time, vocational retraining, citizenship, and guidance services. Emphasizes the role of the teacher and the educational institution in the community approach.

MEAD, MARGARET. The Pattern of Leisure in Contemporary American Culture. In *The Annals of the American Academy of Political and Social Science*, 313:11-15, September 1957.

Emphasizes the shifting balance from little free time toward increased hours of leisure. Tells how current pressures toward this new equilibrium are freeing men from drudgery of all sorts so that their potentialities may be fully utilized—something which has been experienced before only in occasional small societies—and never by the large majority of people in a great civilization.

MEYER, AGNES E. *Education For a New Morality*. New York: Macmillan Co., 1957. 91 p.

A challenging book addressed to all educators, boards of education, and citizens everywhere who are interested in increasing the horizons of the public schools for broader understanding and fulfillment of the needs and wants of man. Challenges the immature student to live so that his education becomes a moral process which reaches out "beyond the classroom to the family and the community where so much of one's day is spent."

MEYER, HAROLD D. The Adult Cycle. *The Annals of the American Academy of Political and Social Science*, 313: 50-67, September 1957.

Background reading for greater understanding of the factors which offer "opportunity to enjoy a phase of culture (leisure) that in the yesteryears only a few enjoyed." There is a useful table illustrating appropriate recreation activities for adult cycles. Offers a seven-point community recreation program for adults of all ages with

implications for those who would educate for the constructive use of leisure.

MILLER, HARRY L. What's Your Line? *Adult Leadership*, 6,3:69-72, September 1957.

Furnishes a challenging reply to the question, "Can adult education train people for their social roles, and at the same time be a liberating experience?" Emphasizes the changing nature of social roles and expresses high confidence in the results of first-rate teaching. Urges serious consideration of the educator's responsibility to not only teach people what they want to know, but help them become thoughtful, mature, and broader individuals.

MILLER, P. SCHUYLER. Building for the Golden Years. *New York State Education*, 38: 327-329, 370, February 1951.

States that building constructive attitudes strikes deepest toward the basic problems of building a society in which "old age has an acknowledged and respected place."

MYRDAHL, ALVA, and KLEIN, VIOLA. *Women's Two Roles: Home and Work*. New York: Humanities Press, 1956. 208 p.

Deals with obstacles to the employment of married women and the forces which make it necessary for them to become and remain part of the work force during the major part of their lives. Educational implications are clearly evident in the suggestion that in preparation for the years beyond child rearing, women themselves, women's organizations, and the community at large can keep the vocational spirit alive in married women by organizing training courses and programs "to maintain skills and nurture vocational affiliations."

ORDWAY, SAMUEL H., Jr. *Prosperity Beyond Tomorrow*. New York: The Ronald Press Co., 1955. 208 p.

Discusses the potential leisure and prosperity which many in the Western culture may reasonably expect in the future, provided our great biological, physical, and human resources are conserved and protected for future needs. Organized into five parts as follows: The Impending Golden Age; The Field of Leisure; The Way of Conservation; Basic Issues; and An Ethic for the Age of Leisure.

OVERSTREET, HARRY A., and OVERSTREET, BONARO W. *The Mind Alive*. New York: W. W. Norton & Co., Inc., 1954. 333 p.

Discusses the worth of self-acceptance and self-hatred, the latter considered by the authors to be one of the characteristics which may often develop in an aged person as he struggles with his own negative attitudes about old age and those of others. Chapter 8, Growth into Individuality, and Chapter 13, Living With Our Limitations, describe the unhappy, noncreative man—miserable and unproductive because he is unmistakably in need of mental or emotional stimulation, but who is unable to use his native ability because his energy is, for the most part, consumed in anxiety about himself. The authors state that the emotionally sound person is a good receiver-giver and that where the teacher or leader understands this, a child or adult can be encouraged to take in "what is environment has to give . . . and to enrich that environment with his own contribution."

POLLAK, OTTO. What Is The Place of Education in Securing Employment for Older

Workers? In *Proceedings of a Conference on the Problems of Making a Living While Growing Old*. Philadelphia: Temple University, School of Business Administration, 1952. p. 129-131.

Brief presentation discussing the role of education in securing employment for older workers. Indicates the place of education as an institution primarily designed to prepare people for dealing with problems encountered in the process of growing up and in early adulthood. Offers suggestions on how to change "culturally anchored" attitudes and how the educational effort to promote change of attitudes should be carried out.

ROBERTS, HEW. Everyman Attending. *Adult Leadership*, 5:236-240, 258-259, February 1957.

Presents text of the summary address at the Adult Education Association Annual Conference (1956). Indicates how the young move toward maturity in successive life stages set down as distinct chapters in the life story — "School," "Becoming," "Arrival," and "Aging." Cites the responsibilities of adult educators in helping others move toward maturity with greater efficiency and balance.

SARNOFF, DAVID, and others. *The Fabulous Future: America in 1980*. New York: E. P. Dutton & Co., 1956. 206 p.

A series of articles by recognized authorities in a variety of professions and fields reflecting their views on what America will be like in 1980. Should be challenging reading for those who will be members of the "older segment" of the population in 1980, as well as to those who expect to educate them for life in "the fabulous future."

SELLIN, THORSTEN, *ed.* Recreation in the Age of Automation. *The Annals of the American Academy of Political and Social Science*. Volume 313, September 1957.

Special issue devoted to essays on the subject addressed to those who are interested in the use of leisure by older adults. Included are the following: A Philosophy of Leisure, by Willard C. Sutherland; The Pattern of Leisure in Contemporary American Culture, by Margaret Mead; Recreation in the Education Process, by John L. Hutchinson; The Adult Cycle, by Harold D. Meyer; and A Bold Program for Recreation, by James C. Charlesworth. Brief attention given to the need for increased emphasis on education for better use of leisure by older people.

SMITH, ETHEL SABIN. *The Dynamics of Aging*. New York: W. W. Norton Co., Inc., 1956. 191 p.

Furnishes insight into the common motives which lead to inevitable unhappiness in later maturity, and others just as easily learned (in the opinion of the author) which can lead to serenity in the final years of life. Reviews and compares several widely accepted views and theories on human motivation. The author believes the degree to which integrity of self is preserved in the aging person determines the "wholesomeness or unwholesomeness" in his personality. Indicates ways in which undeveloped attitudes can be discovered in earlier life and developed in youth to become an asset in old age.

SMITH, RUSSELL F. W. Education for a Lifetime. *Journal of Educational Sociology*, 30,5:216-220, January 1957.

The author states that "like happiness, successful retirement living cannot be

a directed goal; it can be only that result of satisfaction that comes from activity that answers an interest or even a compulsion." Cites ways in which general adult education can provide real preparation not only for life and retirement, but for death.

SUTHERLAND, WILLARD C. A Philosophy of Leisure. *The Annals of the American Academy of Political and Social Science*. 313:1-3, September 1957.

Reviews many challenging observations and interpretations of man's activities and experiences which suggest that creative use of leisure can be achieved in a climate of objectivity, growth, and inner joy. Cites the fundamental concepts of leisure as they relate both to the "growing" individual and to professional recreation leaders "who themselves experience continuing inner spiritual growth and increasing technical competence."

THOMPSON, SAMUEL H. Unemployment, Income and Age. *Personnel and Guidance Journal*, 35, 6:277-383, February 1957.

Tells the well known story: Education pays. Indicates the relationship of educational level, income and unemployment rates among male civilian workers; illustrates the heavy impact of unemployment on older workers in general, and that decline in earning power generally comes with advancing years. Emphasizes the economic and social urgency of furnishing basic educational opportunity beyond elementary school for all people.

Uses of Leisure. *American Journal of Sociology*. Volume 62, May 1957.

A collection of papers which discusses how the masses (with more leisure time than ever before) have be-

come the patrons of the arts—the popular arts. This puts demands upon many people to try to “create” something the whimsical masses will either wear, listen to, watch, eat, drink, talk about or do. The contemporary studies reported in this issue reflect values, mass behavior, and other aspects of social change in a modern era. An annotated bibliography prepared by Reuel Denney and Mary Lea Meyersohn of works on leisure (since 1900) is included.

VAN DEN HAGG, ERNEST. *Education as an Industry*. New York: Kelley & Millman, Inc., 1956. 163 p.

Indicates how general benefits of education accrue to individuals both in enhanced income and in the form of increased leisure. Older persons and those who would lead them toward accomplishment of some of life's aspirations may find courage in the author's words: “Education influences aspirations; it plays a role in causing the desire for, or the expectation of things to come.”

VAN SANT, THOMAS A. Responsibility of Education to the Older Adult. *Geriatrics*, 6,3:195–197, May-June 1951.

Indicates many of the existing limitations of educational programing for older adults and points up the hazards

of formless and directionless education. The author believes that preparation for the later years must become part of the “entire fabric of education.”

WENDT, GERALD. More Time for Tomorrow. *National Education Association Journal*, 46,7:431–432, October 1957.

The author advocates that in looking ahead, it is apparent that leisure involves far more than physical recreation, and that the mind and the spirit need “pleasant exercise,” too. States that learning to live fully becomes an increasingly important part of education. Indicates the big question will remain—what to do with the savings in time created by the use of automatic machines and electronic equipment.

WHITEHORN, JOHN C. The Development of Mature Individuals. *Adult Leadership*, 5,7:206–208, 222, January 1957.

Indicates the individual's role in his own development as he advances in each stage toward maturity. States that the mature person has not graduated to a stage where he no longer has emotional needs, but rather he has “attained flexibility in accepting and acting out the roles” which satisfy these emotional needs.

Part 3.—Leadership Areas, Problems, Methods, and Techniques

ALDRIDGE, GORDON J. Training for Work With Older People. In *Education for Later Maturity*, by Wilma Donahue, ed. New York: White-side Inc., and William Morrow & Co., 1955. p. 299–311.

Assumes that some form of training in human relations is prerequisite for any effective work with older people in addition to special training related to the worker's particular area of service, such as medicine, nursing, social work, recreation, and adult education.

ANDERSON, JOHN E. Teaching and Learning. In *Education*

for Later Maturity, by Wilma Donahue, ed. New York: Whiteside Inc., and William Morrow & Co., 1955. p. 67-70.

Summarizes some similarities and differences between young people and older persons in learning situations. Indicates that older individuals bring an accumulation of experience to the learning situation, but are more concerned about the effects of their errors, are more difficult to motivate than younger persons, and less willing to learn for the sake of learning. Gives seven principles of instruction for older adults.

ANDERSON, PRESKO. In-Service Training for Teachers of Adults in New York State. *Adult Education*, 2:167-169, June 1952.

Describes some of the in-service training activities for teachers of adults. Cites printed materials, filmstrips and recordings used in the training sessions.

ARNOLD, MAGDA B. Motivation and the Desire To Know. *Education*, 77,4:220-226, December 1956.

Helpful discussion of how a child or an adult is moved "to do something" or "anything at all." The author deplores the current tendency to forget the reward and joy in thinking, organizing, in creating something either tangible or intangible. Primarily intended for the teacher of children, but there is much here of practical value for the teacher of the adult.

ASHEIM, LESTER. *Training Needs of Librarians Doing Adult Education Work*. Chicago: American Library Association, 1955. 44 p.

Report of the Allerton Park Conference held under the auspices of the American Library Association in November 1954. Discusses the function of the modern public library as an agency of adult education. Describes desirable personal qualifications and training requisites for librarians responsible for interpretation of adult education activities as an integral part of the library's function.

BECKHARD, RICHARD. *How To Plan and Conduct Workshops and Conferences*. New York: Association Press, 1956. 64 p.

Tells how to plan and conduct conferences and workshops. Offers experience of seasoned conference planners.

BENNETT, MARGARET E. *Guidance in Groups: A Resource Book for Teachers, Counselors, and Administrators*. New York: McGraw-Hill Book Co., Inc., 1955. 411 p.

Appraisal and discussion of recent developments in guidance theory and practices. Chapter 3 discusses problems in living common to youth, young adults, and those who must adjust to later maturity. Chapter 10 contains information concerning qualifications and standards for guidance personnel.

BERRIEN, F. K. and BASH, WENDELL H. *Human Relations: Comments and Cases*. Second Edition. New York: Harper & Bros., 1957. 564 p.

Emphasizes the importance of human relations training to provide a better understanding of ourselves and others. Of particular value for students who have had little experience in the use of the case study method.

BINGHAM, WALTER V. and MOORE, B. V. *How To Inter-*

view. New York: Harper & Bros., 1941. 263 p.

An extensive discussion of the interview as a technique. Usually read as a first step in the professional training program of those who will work with adults in counseling situations.

COLLINGS, MARY L. In-Service Education of Cooperative Extension Workers. *Adult Education*, 2,5:169, June 1952.

Outlines general in-service training plan, types of activities, and methods used by various states in the in-service training programs. Useful orientation for those who are little acquainted with goals of the cooperative extension service and the workers who carry out the field work.

DRIVER, HELEN IRENE. *Multiple Counseling*. Madison, Wis.: Monona Publications, 1954. 280 p.

Emphasizes the adaptability of the multiple-counseling method in guiding people of all ages toward better understanding and acceptance of themselves and others. The author tells how the intimate group, under skilled leadership can provide support and reassurance to its members regardless of age level.

DUFF, JOHN CARR. Training for Leadership in Working With Older People. *The Journal of Educational Sociology*, 30,5:221-225, January 1957.

Pictures the issues, obstacles, and rewards inherent in the efforts of the gerontologist to effect a new concept of maturity. Describes the need for workers with specialized training in gerontology and related fields and outlines the basic personal qualifications required. Discusses the setting in which the trained professional will

work. Describes the kind of interdisciplinary training which should equip the professional worker for effective leadership.

ESSERT, PAUL L. Significant Experiences for Maturing Adulthood. *Teachers College Record*, 52,1:1-10, October 1950.

Discusses five significant and desirable experiences which the author feels every adult wants to have, seeks, and typically accents at different times in his learning: The experiences of occupational achievement; search for truths and beauty; self government; close fellowship; and the experience of intermittent solitude.

FERGUSON, CHARLES K. Using Informal Methods. *Adult Leadership*, 3,9:24-27, March 1955.

Suggests ways in which the teacher of adults can introduce more informality into the classroom.

GARRETT, ANNETTE. *Interviewing: Its Principles and Methods*. New York: Family Welfare Association of America, 1944. 123 p.

Explains how to begin and end an interview; discusses question asking and listening, note taking, and some psychological factors to be considered. Contains essentials for teachers or leaders inexperienced in interview procedures or who still interview "by heart" without specific training for interviewing.

GITELSON, MAXWELL. The Emotional Problems of Elderly People. *Geriatrics*, 3,3:135-150, May-June 1948.

Illustrates several ways in which older worker specialists can help elderly persons involved in difficult situations. Although medically oriented,

the following words of the author will remind those who serve the aging that to the older person seeking counsel or reassurance "nothing hurts more than the brush-off with a smile; nothing helps more than to provide a genuine human contact even though it is on a professional basis."

GRAMBS, JEAN D. *Development of Lifetime Reading Habits*. New York: National Book Committee, 1954. 23 p.

Conference report of the efforts of a small group of educators, librarians and other specialists to explore ways of increasing public interest in and awareness of books and their essential role in society. Considers ways to expand the use of general interest books in schools, and to instill enthusiasm for reading which would carry over into adult life. Indicates that reading remains "unattractive" to a majority of people: describes this majority as "non-readers" insufficiently motivated to continue reading after the years of formal education.

GRAY, WILLIAM S. How Well Do Adults Read? In *Adult Reading*. Nelson B. Henry, ed. 55th Yearbook of the National Society for the Study of Education, (Part II). Chicago: University of Chicago Press, 1956. p. 29-56.

Discusses the role of reading in current life, the nature of reading attitudes and skills needed, and the level of competence in reading which exists among modern adults. Indicates how some people spend negligible amounts of time in reading, while others read not only for power and imagination, but consider reading as a way toward individual growth and a full, rich, and satisfying personal life.

——— *Maturity in Reading: Its Nature and Appraisal*.

Chicago: University of Chicago Press, 1956. 268 p.

This study should provide insight into the purpose of reading and the indicators of reading maturity—the point where reading begins to "inspire the reader, to give him a feeling of pleasure and satisfaction in the activity, and to exert a conscious, integrative effect upon him." Those who would encourage the aging to read for constructive use of leisure time, will find this a useful volume.

Great Books Under Discussion. Chicago: The Great Books Foundation, 1953.

Makes available detailed information on The Great Books program. Indicates group size and attendance, unit discussion preparation and content, leadership training and patterns, reaction of participants to readings, and reasons for leaving or staying with the group.

HENRY, NELSON B., ed. *Adult Reading*. 55th Yearbook of the National Society for the Study of Education (Part II). Chicago: University of Chicago, 1956. 279 p.

This volume presents a review and analysis of what is known about the adult reader—what he reads, how well he reads, and why he reads.

HILLBRUNER, ANTHONY. Group Dynamics in the Classroom. *Education*, 77,2:112-116, October 1956.

Outlines techniques and procedures for utilizing the group dynamics approach for problem solving. Treats lecture - discussion, group - discussion, role playing, and feedback.

How To Make Referrals. Professional Series Bulletin No. 12. Guidance Series, 10th

Annual Edition. East Lansing: Michigan State University, College of Education, Bureau of Research and Service, 1956. 8 p.

Explains what is involved in making effective referrals, who makes them, why referrals are made to community agencies, and when they should be made. Lists 21 practices and suggestions which should help one to make "good" referrals based upon judgment and careful consideration of the situation at hand.

Instructional Aids for Teachers of Adults. Leaflet No. 1. Washington: *The Public School Adult Educator*, 1,1: 7-10, September 1957.

Outlines suggestions for conducting the opening class session; lists some principles to follow, important methods and techniques. First in a series of 15 instructional aid leaflets which are planned for periodic release.

Interviewing for National Opinion Research Center. Denver, Colo.: National Opinion Research Center, University of Denver, 1945. 154 p.

Designed for use in the development of skillful survey interviewers. Tells what is expected of the trained interviewer and why. Outlines basic principles and procedures of opinion surveying and emphasizes responsibilities of the individual interviewer. Sampling principles and policy procedures should be useful to professionals or supervisors interested in reporting the opinions of and about the aging in the cities, towns, and rural areas.

JANIS, IRVING L., and KING, BERT T. The Influence of Role Playing on Opinion Change.

The Journal of Abnormal and Social Psychology, 49: 211-218, April 1954.

In recent years, psychodrama techniques (role playing) have been adapted for use in adult education programs, leadership training, employee counseling, and in group psychotherapy. Reports the results of an experiment designed to determine whether or not oververbalization (induced by role playing) facilitates opinion change. Opinions measured at the end of the session are compared with those obtained at an earlier date. May be useful to workers who hope to effect constructive changes in the negative attitudes of the public toward aging and the aged.

KLEIN, ALAN F. *Role Playing in Leadership Training and Group Problem Solving*. New York: Association Press, 1956. 176 p.

Explains how role playing is developed and how it can be used to make most organizations more effective.

KLEIN, PAUL E. and MOFFITT, RUTH E. *Counseling Techniques in Adult Education*. New York: McGraw-Hill Book Co., Inc., 1946. 185 p.

Specific emphasis upon school learning. Contains useful information on the orientation of adult students, counseling low- and high-ability adults, adult motivation, scope of educational and personal counseling services, and outlines the characteristics and needs of the young adult, the middle-aged, and the elderly.

KNOWLES, MALCOLM and KNOWLES, HULDA. *How To Develop Better Leaders*. New York: Association Press, 1955. 64 p.

Explains the new concept of the role of the leader. Discusses the shift away from the old idea that the leader takes responsibility for and directs other people. Stresses the new idea that the leader is primarily a convener, trainer, and co-ordinator whose central function is helping the group learn to decide and act for itself more efficiently.

LINDSAY, ANNE W. *Group Work Recording: Principles and Practices*. New York: White-side, Inc., 1952. 146 p.

Sets down principles for recording group and individual experiences. Discusses techniques involved in the development and use of these records. Samples included.

LITTLE, MARY HOLLIS. How Gray Is Gray? *Adult Leadership*, 3,1:12-19, May 1954.

Indicates the needs of older adults and interprets the task of the adult educator in meeting these needs. Points the direction in which education for aging should move, and what is to be avoided.

LIVERIGHT, A. A. First Meeting. *Adult Leadership*, 4:20-22, January 1956.

Points up the crucial nature of any first meeting of an institute or workshop. Tells how to get started with a new group, and outlines in detail some of the specific needs which are shared by almost all group members.

——— Making Leadership Fit Your Program. *Adult Leadership*, 5,5:140-158, November 1956.

An article on leadership styles and programs presented in seven parts as follows: A New Way to Look at Adult Education Programs; Before Your Program Starts; After Your Program is Under Way; The Two Kinds of Programs; The Dynamics in Your Pro-

gram; Special Problems of Discussion Programs; and, How To Improve Any Adult Education Program. May stimulate more careful consideration of the role of the leader, leader-group relations as well as the uses and application of methods and materials suitable for adult education programs.

LORGE, IRVING. Adult Learning. *Adult Education*, 2,5:156-159, June 1952.

States that the teacher or leader must know how to motivate the adult learner and how to use the learner's interest and attitudes in a learning situation. The author believes that individual differences in the ability of adults to learn must be recognized and given appropriate weight.

MCKEACHIE, W. J. Improving Your Teaching. *Adult Leadership*, 6,3:14-16, March 1955.

Indicates what the individual adult educator can do to improve teaching methods and build a sounder relationship with adult students of all ages.

MAIER, NORMAN R. F., SOLEM, ALLEN R. and MAIER, AYESHA A. *Supervisory and Executive Development: A Manual for Role Playing*. New York: John Wiley & Sons, 1957. 330 p.

A casebook and role playing training manual. Emphasizes human relations training through role playing which, in recent years, has been widely applied in various areas including education and industrial relations. Emphasizes the practical setting and broad opportunities to effect attitude changes. Illustrates several role playing procedures.

MANN, C. GEORGE. An In-Service Training Program for Cali-

fornia Teachers of Adults. *Adult Education*, 2,5:163-167, June 1952.

Description of an in-service training program for California teachers of adults. Focused upon courses in adult learning, materials and methods, and guidance in adult education.

MARTIN, LILLIEN J. *A Handbook for Old Age Counsellors*. San Francisco: Geertz Printing Co., 1944. 84 p.

A classic in gerontological literature. Out of print, but available in most large libraries.

MEADOW, LLOYD. Qualities of a Vocational Counselor Serving Older Workers. *Personnel and Guidance Journal*, 34:345-347, February 1956.

Answers the following questions: Can the vocational counselor who has handled other age groups adequately meet the needs of the older worker group? Does he need special orientation and training? Do his approach and techniques have to be modified?

MENLO, ALLEN. Role Playing as an Aid to Classroom Learning. *The University of Michigan School of Education Bulletin*, 28,2:22-25, November 1956.

Tells in nontechnical terms how teachers at many educational levels use role playing in their classes; explains what role playing is and how it furnishes a way to "act-out" life situations. Indicates specific educational and mental hygiene values in role playing.

NASH, JAY B. *Teachable Moments*. New York: Barnes & Co., 1938. 243 p.

Addressed to all who are interested in promoting health from earliest years

through old age. The author discusses the concept of "teachable moments" as a "tide" in the educational life of a child or an adult which leads on to efficient and rapid learning. Urges the educator and leader to watch for these moments and to utilize them to their fullest. Although physical-health education oriented, superintendents, principles, parents, adult educators, and lay leaders can benefit from the discussion of *how* and *when* to attempt to teach new information.

PONITZ, H. J. Competencies Required of Adult Education Teachers and Group Leaders. *Adult Education Bulletin*, 13:99-103, April 1949.

Discusses needed leadership qualifications and outlines desirable characteristics for effective group leadership in adult education.

Public Relations Gold Mine: Brightest Ideas of 1957. Washington: The National School Public Relations Association, National Education Association, 1957. 62 p.

A collection of special articles selected for their reference value for those whose job responsibilities cover various phases of school public relations. Chapter 8, Getting Grandpa into the Act, is profitable reading for those who would put the wisdom of the older adult to work on behalf of the schools. Indicates that "grandpa" not only has wisdom to be tapped, skills to pass along, prestige to offer, but *time* to give to a cause that truly interests him. Discusses the place of the news bulletin and the limitations of an organization which operates without a publication of its own. Includes sample case studies, and describes many successful public relations practices and special campaigns.

RANDALL, OLLIE, and SHOCK, NATHAN W. Wanted: Leaders for Older People. *Adult Leadership*, 3,1:25-28, May 1954.

Indicates critical need for professionally trained leaders for work with older people. Discusses educational implications and the leader's responsibilities in extending learning opportunities to the older adult in rapidly changing times.

SCHUELER, HERBERT. The Method of Adult Education. *Adult Leadership*, 5:306-310, April 1957.

Emphasizes the problem of selecting an appropriate method when the goal of the learner is to "become." Describes the drives of the adult learner and discusses the unique role of the teacher of adults.

SCHULZE, OSKAR. Recreation for the Aged. *Journal of Gerontology*, 4:310-313, October 1949.

Explains in detail the founding and guidance of the Golden Age clubs in Cleveland, Ohio. Author shows that the success of such activities is due to strong dynamic leadership; discusses the criteria for selection of such leaders.

SIEGLE, PETER E. The Adult Learner. *Adult Leadership*, 3,9:16-18, March 1955.

Discusses learning ability and the learning process. Deplores failure of educators to regard education of the adult as "something different from that of a child." Advocates continued consideration of the high value of "experience" adults bring to the classroom.

——— Mountains, Plateaus, and Valleys in Adult Learning.

Adult Education, 4,4:146-150, March 1954.

Sets down several broad implications involved in the "how" and "why" of adult learning. Discusses levels of learning and kinds of learning, in addition to the complexity levels, plateaus, and typical patterns of learning.

SPENCE, RALPH B., and EVANS, LOUISE H. Dropouts in Adult Education. *Adult Education*, 6,4:221-225, Summer 1956.

This summary report of literature regarding dropouts in adult education classes reveals the need for further research in the area of student motivation for course enrollment. Advocates a positive, strong approach for higher retention of class enrollees.

SVENSON, ELWIN V. A Review of Professional Preparation Programs. *Adult Education*, 6,5:162-166, Spring 1956.

This article indicates the growing tendency of many institutions of higher learning to (1) revise or expand adult education to meet the demand for trained leaders and teachers of adults, and (2) develop content materials for universities and operating agencies serving adults at several learning levels. Lists institutions of higher education offering professional training opportunities in adult education.

That First Class Meeting. *Adult Leadership*, 3,9:28, March 1955.

Suggests the value of establishing the right atmosphere at the first meeting and letting the program grow with and from the group. Presents methods and techniques indicating how to accomplish specific objectives.

Understanding the Older Client. New York: Family Service

Association of America, 1955. 64 p.

A symposium of nine papers reprinted from *The Journal of Social Casework* for the guidance of those dealing with older persons. Includes the following among the essays: Individualizing the Aged, by Marc H. Hollender; Serving the Older Person: A Multiple Approach by the Family Agency, by Helen Francis, and others; Psychological Factors in Nutrition of the Aged, by Elias Savitsky; and Mother-Daughter Conflicts Extended Into Later Life, by Marcella S. Farrar.

University of Michigan Conference on Aging Workshop and Seminars. *Public Health Reports*, 71:1203-1208, December 1956.

An account of workshop and seminar activities at the University of Michigan Conference on Aging which met in 1956. Those contemplating careers in gerontology may find answers in the discussion topic "New Careers in Gerontology" to some of the general questions about special training for leaders planning to work with older adults. Three principal occupational categories are discussed: Professional, such as social work or adult education; related occupations, having some or limited involvement with older persons; and positions for "generalists" in aging.

UTTERBACK, WILLIAM E. *Decision Through Decision*. A Manual for Group Leaders. Third Edition. New York: Rinehart & Co., Inc., 1950. 51 p.

A manual which may help the inexperienced person called upon to lead adult groups for the first time. Describes the competent leader, session planning, and preparatory phases including selection of topic, advance pro-

motion, and physical surroundings. Gives techniques for adaptation of a discussion topic to a larger group. Addressed primarily to the beginner, but the experienced leader should find much here that is useful in training others in group leadership skills.

WILLIAMS, WENDELL W. Community Services in TV Programming: A Cooperative Venture. *Adult Education*, 5,4:220-227, Summer 1955.

Discusses modern TV programing, responsibilities, and opportunities for cooperative relationships between community agencies and educational institutions using TV to carry out educational functions, interpret their work, and bid for public support. Should acquaint volunteer and professional leaders in the field of aging with some problems likely to develop when TV is used to stimulate the development of positive attitudes toward aging.

WOODWARD, FREDERICK A. *Courtesy in Public Service*. New York: Exposition Press, 1954. 39 p.

Discusses courtesy as an aspect of personality. Explains the urgent need for courteous and prompt response to public inquiries on Federal and State laws and regulations affecting the lives of citizens of all ages. While the text deals with courtesy as a problem in one government agency, this information may be applied to situations in any establishment, large or small, public or private.

WOLSTENHOLME, G. E. W. and O'CONNOR, CECILIA M., eds. *Ciba Foundation Colloquia on Ageing. Volume 3: Methodology of the Study of Ageing*. Boston: Little, Brown & Co., 1957. 202 p.

Contains proceedings of the third in

a series of international conferences relative to the problems of aging. Summarizes methodology of investigations regarding changes with age in man and lower animals. Among the papers presented are the following: *The Comparative Biology of Ageing: A Physiological Approach*, by F. Bourliere; *Studies on Adaptation as a Method of Gerontological Research*, by F. Verzar; *Methodological Problems in the Study of Changes in Human Performance with Age*, by A. T. Welford; and *Methodology of the Study of Intelligence and Emotion in Ageing*, by I. Lorge.

Working With Older People. Adult Leadership, 3,1:12-32, May 1954.

A group of articles in the Workshop Section of the periodical discussing the

place of older adults in our communities, their needs, and how these needs can be met through enthusiastic leadership and cooperative community effort. Chief emphasis is placed upon the need for qualified leaders from a wide variety of disciplines.

ZELKO, HAROLD P. *Successful Conference and Discussion Techniques*. New York: McGraw-Hill Book Co., Inc., 1957. 204 p.

Treatment of the basic concepts, attitudes, methods and skills needed by the person who leads or participates in any kind of discussion—private conference or public discussion meeting. Outlines actual discussion programs and indicates appropriate application of basic principles, methods, and techniques.

Part 4.—Special Materials and Visual Aids

Instructional Aids and Self-Study Materials

Aging in the Modern World: A Book of Readings. Selections from the literature of aging for pleasure and instruction. Compiled by Clark Tibbitts. Ann Arbor: University of Michigan, 1957. 250 p. Processed.

This collection of readings is one of three documents prepared for the study-discussion program, "Aging in the Modern World." The collection includes a wide range of readings intended to broaden the reader's perspective on each topic presented for study and discussion. Includes readings and quotations on aging from more than 50 writers from Plato, Cicero, and Shakespeare to Anne Lindbergh and Elmer Davis.

Aging in the Modern World: Guidebook for Leaders. A series of adult study-discussion programs. Prepared by Clark Tibbitts and Wilma Donahue. Ann Arbor: University of Michigan, 1957. 68 p. Processed.

Guidebook for leaders who will conduct the group study-discussion program, "Aging in the Modern World." Written in sufficient detail to permit the relatively inexperienced to serve as discussion leaders in either self-organized small groups, or in broad educational programs initiated by larger groups.

Aging in the Modern World: A Handbook for Group Mem-

bers. A study-discussion series for adults. Prepared under the direction of Clark Tibbitts and Wilma Donahue. Ann Arbor: University of Michigan, 1957. 175 p. Processed.

Basic document for the study-discussion program, "Aging in the Modern World," developed at the University of Michigan with a grant from the Fund for Adult Education. Intended for the use of men and women (35 and older) either self-organized in small groups or as a part of educational programs initiated by business organizations, public libraries, adult schools and universities, extension services, labor organizations, churches, community and recreational centers, clubs, or other organizations and agencies. Contains nine essays which constitute the fundamental basis for the discussion as follows:

1. Aging as a Modern Social Achievement, by Clark Tibbitts
2. Middle Age: New Prime of Life, by Robert J. Havighurst
3. The Human Machine at Mid Life, by Wilma Donahue
4. Aging in Earlier Cultures, by Leo W. Simmons.
5. New Family Roles in Middle Age, by Evelyn Mills Duvall
6. Curiosity, Comprehension, Creativeness, by C. Hartley Grattan
7. The Challenge of Citizenship in Middle-Life, by Reed Harris
8. Participation Through Organization in Middle-Life, by Ernest W. Burgess
9. Creating the Climate, by Clark Tibbitts.

BOWEN, GEORGENE E. *Salient Points on Organization of Clubs for Older People.* Philadelphia: Philadelphia

Recreation Association. 1947. 6 p.

Designed for use as a tool in planning and managing recreational and instructional-craft groups for the aged.

Community Action and Older Citizens: Study and Discussion Packet No. 11. Ames: Iowa State College, Program Service for Rural Leaders Agricultural Extension Service. 1952. Not paged. Processed.

Presents materials which can be used as the basis of a 60-90 minute educational program as a community meeting, or as the basis for a series of short study and discussion meetings by small groups. Major discussion topics are as follows:

1. Age as a Factor in Community Life
2. What Older People Can Do in a Community
3. What Can the Community Do To Enlist the Interests in and Talents of Older Citizens?
4. Programs of Organized Older Adult Groups (Iowa)
5. Education Related to the Later Years.

DIEKHOFF, JOHN S. *Schooling for Maturity.* Notes and Essays on Education for Adults No. 13. Chicago: Center for the Study of Liberal Education for Adults, 1955. 19 p.

Helpful brochure. Discusses the kinds of education undertaken by the typical evening college namely: "High-brow" hobby education; functional education (occupational); and liberal education—all with the same general aim—to help adults win independence of authority through programs that begin where the adult is and from

which he will "graduate" when he has "the educated man's knowledge and ability to learn and not when he has enough credits."

DURAN, CLEMENT A. *The Program Encyclopedia*. New York: The Association Press. 1955. 630 p.

A thesaurus of 4,000 program ideas and themes including social life programs for people of all ages, sports, outdoor recreation, hobbies, arts and crafts, adventures in religion, public affairs programs, personal growth, and informal education programs. Gives ideas on where to get speakers, films, and free or inexpensive materials.

FISHER, MAE T. *Let's Practice Lipreading*. Washington: The Volta Bureau. 1957. 42 p.

Materials of this type are used by qualified lipreading teachers for instruction of many hard of hearing adults who may see in lipreading instruction a way to broaden their chance for continued usefulness, closer contact with family, friends, or fellow workers, and further opportunity for learning even in the older years.

HAVIGHURST, ROBERT J. *Social Roles of the Middle-Aged Person: A Method of Identifying the Needs of Adults*. Notes and Essays on Education of Adults No. 4. Chicago: Center for the Study of Liberal Education for Adults. 1953. 14 p.

This brochure emphasizes need for the study of middle age. Urges persons who have gone through countless losses to learn to bear their roles, to get new satisfactions where old ones have been lost or outgrown, and let new activities replace old ones—withdrawing "emotional capital" from one role and investing it in another one.

How To Live From 40 On. Miami Beach: *Lifetime Living Magazine* in cooperation with Senator Thomas C. Desmond. 1954. 24 p. Processed.

Plans for a flexible program that can be shaped to suit the desires and needs of the program committee and will fit into a variety of time limits. Presents lecture program guides as follows:

1. Enriching the Years Ahead
2. Your Health After 40
3. Financing Your Future
4. Employment at 40-Plus
5. Educational Goals for Maturity
6. Adult Recreation and Hobbies
7. Your Adjustment to Retirement
8. The Grown-Up Family
9. Your Community and You.

KRAUS, RICHARD G. *Recreation Leader's Handbook*. New York: McGraw-Hill Service. 1955. 299 p.

Style and material geared to recreation program planners, but classroom teachers and leaders in other areas of interest may find much here that will aid them in planning extra-mural programs and outings for adult groups with a wide range of age levels.

Leadership Pamphlet Series. Chicago: Adult Education Association, 743 North Wabash.

Fifteen 41 page pamphlets of practical value for leaders of adults in education, governmental, welfare, health, farm, religious, industrial, commercial and other groups; currently available as follows:

1. How to Lead Discussions
2. Planning Better Programs
3. Taking Action in the Community
4. Understanding How Groups Work
5. How to Teach Adults
6. How to Use Role Playing

7. Supervision and Consultation
8. Training Group Leaders
9. Conducting Workshops and Institutes
10. Working with Volunteers
11. Conferences that Work
12. Getting and Keeping Members
13. Effective Public Relations
14. Better Boards and Committees
15. Streamlining Parliamentary Procedure

LITTLE, MARY H. and SHANAS, ETHEL. A Preventive Mental Hygiene Course for Older Adults. *Adult Education*, 3: 84-88, February 1953.

Outlines and describes the organization and objectives of a home-study course for older adults. Developed by the University of Chicago with a grant from the U. S. Public Health Service as a cooperative program between the University's Committee on Human Development and University College, and the Institute for Psychosomatic and Psychiatric Research and Training of Michael Reese Hospital.

LITTLE, MARY HOLLIS, and MACK, MARGERY J., eds. *Good Living After 50; Essays on Making the Most of Maturity*. Chicago: The Industrial Relations Center. The University of Chicago. 1952. 96 p.

Essays were originally delivered as course lectures at the downtown center of the University of Chicago, made possible by a grant from the U. S. Public Health Service. The major 2-year project called "Making the Most of Maturity," was aimed at developing materials, methods, and techniques for helping older persons prepare themselves for their later years. This volume is designed for use either as a correspondence text for a home-study course, or for the use of professional

and lay leaders who wish to know more about the problems of aging.

MURPHY, GARDNER, and KUHLEN, RAYMOND G. *Psychological Needs of Adults*. Notes and Essays on Education for Adults No. 12. Chicago: Center for the Study of Liberal Education for Adults. 1955. 25 p.

This self-study brochure includes two essays: (1) Individuality in the Learning Process, by Dr. Gardner Murphy, reminds the reader that every member of a group is a unique individual; (2) Patterns of Adult Development, by Dr. Raymond G. Kuhlen, discusses changes in capacity and physical characteristics. Urges the development of stronger "ego-defenses" against inevitable physical, social and other losses, which come with advancing age.

O'MEARA, CARROLL. *Television Program Production*. New York: The Ronald Press Co., 1955, 361 p.

Anyone about to take up the idea of TV presentation of his agency's program concerning the aging, should read this guide book beforehand. Helps one to "learn the language of television, the people one deals with, what they do, and what they know." Emphasizes the fundamentals of TV program production. Describes the various assignments and qualifications for each staff member.

Pre-retirement Manual. Washington: Senior Citizens of America, 1957. 64 p.

Published originally as the June 1957 issue of *Senior Citizen*. This manual is addressed primarily to the layman as a retirement planning guide. A series of editorials discuss preparation for retirement; why we live longer; edu-

cation for lifelong learning; and social security.

Recreation in the Independent Years: What to Do and How to Do It. Madison: The Committee on Aging of the Community Welfare Council of Madison, Wis. 1955. 38 p. Processed.

Report of the first workshop on "Recreation in the Independent Years," sponsored in 1954 by the Council to stimulate interest in recreational opportunities for older adults. Describes a variety of recreational services and facilities. Includes section reports as follows: How to Use Community Resources; How to Build a Group and How to Develop and Build Programs; How to Help Individuals to Help Themselves; and How to Develop Recreation Programs in Homes for the Aged.

Retirement—A Second Career. Bulletin No. 8. Albany: New York State Education Department. Bureau of Adult Education, 1951. 58 p.

Presents eleven teaching units on preparation for retirement. Suitable for use in educational programs for older adults still on the job or who are close to retirement. The teaching units are presented under the following headings:

1. Developing a Retirement Frame of Mind
2. Financial Aspects of Retirement
3. Turning Your Spare Hours Into Cash
4. Getting the Most for Your Money
5. How To Enrich Your Living
6. Making the most of Your Health
7. Mental Health
8. You and Your Family

9. A Chance To Do Something for Democracy

10. Where Are You Going to Live?

11. Where Do We Go From Here?

Senior Citizens and Their Interests: Program Aids, Program Service 382. Ames: Iowa State College, Economics and Sociology Department, Agricultural and Home Economics Extension Service. 1955. 14 p. Processed.

Program aids developed primarily for use as a discussion guide for "Senior Citizens" group.

STERN, EDITH, and LINZER, EDWARD. *Notes for After Fifty.* New York: National Association for Mental Health, Inc., Education Division, 1955. 4 p. each.

A series of six illustrated, four-page "messages" for consecutive mailing or distribution to men and women 50 to 60 years of age to encourage early planning for the later years. This material may be used as a complete preparation for retirement program, or as a preliminary step in individual or group counseling. Provides educational material that the lay reader can keep, review, and digest at his own pace.

STIEGLITZ, EDWARD J. *The Orientation of Geriatrics.* *Geriatrics.* 4, 3:127-135, May-June 1949.

The author-physician furnishes an outline of the Divisions of Gerontology under three major categories: Geriatric Medicine; the Biology of Senescence; and Social Gerontology (under which the subcategory "Education for Senescence" appears). Helpful to those who

need a blueprint or basic guide which will afford better comprehension of the ramifications of gerontology. Though medically oriented, this article will help to clear up semantic difficulties involving the terms "geriatrics" and "gerontology." Should serve as basic reading for all who would view the whole man in order to serve his special needs.

Suggested Standards and Practices for Organizing and Operating Activity Programs for Older Adults. New York: Nassau County Council of Social Agencies, Committee on Leisure Time Activities of the Division of Services for the Aging, 1955. 14 p.

An outline of standards and practices for organizing and operating activity programs for older adults. General contents may already be in use by groups operating under professional leadership, but will be helpful to beginners or volunteer groups which are only working toward higher standards. The author emphasizes the need for program diversification sufficient to meet the needs of as many members as possible, and indicates the place of edu-

cational activities in the overall program.

THORNDIKE, EDWARD L. and LORGE, IRVING. *The Teacher's Word Book of 30,000 Words.* New York: Columbia University Press, 1944. 274 p.

Valuable guide for writing, adapting, or evaluating reading material for adults of limited reading ability.

U. S. SENATE, COMMITTEE ON LABOR AND PUBLIC WELFARE. *Fact Book on Aging, Selected Documents. Volume XI of Studies of the Aged and the Aging.* Washington: U. S. Government Printing Office. 1957. 77 p.

Presents a summary of the basic information currently available on major questions affecting the lives of older people in America. Charts, tables, and brief descriptive text presents key facts on the overall situation of the aging and the aged in the Nation; indicates increases in older population, their job opportunities, income, health, nutrition, housing and living arrangements, leisure-time use, and related topics.

Films and Kinescopes on Aging¹

Adventures in Maturity. 22 min. 16 mm. Technicolor. Available from International Film Bureau, Inc., 57 East Jackson Blvd., Chicago 4, Ill.

A widowed grandmother feels rejected in a 3-generation family situation until she is challenged to develop new interests. She does a thriving business in the employment office she later

opens to help older workers find jobs. Discovers mature years can be filled with service and satisfaction.

Aging — A Modern Social Achievement. 16 mm. Color filmograph. Ann Arbor: University of Michigan Audio-Visual Aids Center.

Filmograph for use as a program aid to accompany the recently developed adult study-discussion program, "Aging in the Modern World."

¹ Film rental or purchase rates furnished by distributors upon request.

An Album on the Aged. 10 min.
Available from Film Library, Federation of Jewish Service, 101 North 20th St., Omaha 2, Nebr. \$3.00 rental fee plus mailing and insurance.

Pictures the enforced loneliness of old people and their struggle to remain in contact with community. A strong plea for attention to problems of the aged. Good musical background. New York setting.

The Cold Spring Idea. 12½ min.
16 mm. Harvey Associates, 424 Madison Ave., New York 17, N.Y. Rental \$3.00; sale \$60.00.

This film received the Diploma of Honor Award for documentaries at the Third International Film Festival of Rome. Based on the work of the Cold Spring Institute where retired persons explore and develop their potential for making the most of their later years during a 9-month course (designed especially for college graduates 60 years of age and over).

Constructive Medicine in Aging: Problems of the Mind in Later Life. 43 min. 16 mm.
Available from Department of Professional Relations, William S. Merrell Co., Cincinnati 15, Ohio. Loan basis.

A new documentary film based upon a symposium including addresses by Drs. Karl Bowman, Franklin Ebaugh, Ewald Busse, Edward Weiss, and Freddy Homburger. Comments by Dr. Edward J. Stieglitz and Capt. George N. Raines, (M. C., USN).

Date of Birth. 16 min. 16 mm.
Available loan, rental or purchase through Interna-

tional Film Bureau, Inc., 57 East Jackson Blvd., Chicago 4, Ill. Rental \$6.00.

Brief dramatic sketch emphasizes older workers' dependability and stresses importance of giving them a fair chance.

A Gift of Life. 29½ minutes each kinescope. University of Michigan Television, 310 Maynard St., Ann Arbor, Mich. \$5.00 per kinescope audience showing; \$10.00 per kinescope TV showing.

A TV documentary kinescope series of fifteen programs on aging prepared at the University of Michigan, originally televised over WWJ-TV, Detroit on the University of Michigan Hour. Film titles in the series are as follows:

1. Aging in the World Today
2. Meeting the Cost of Medical Care
3. Health Maintenance
4. Rehabilitation for Older People
5. The Allegheny Story
6. Housing, A Major Problem
7. Public and Private Housing Development
8. Presbyterian Village — The Architect Explains
9. Financing Later Years
10. Employment of the Older Worker
11. Senior Achievement, Inc.,— The Chicago Experiment
12. Preparation for Retirement— Self Development
13. Enjoying the Gift of Time— Service to Others
14. Enjoying the Gift of Time— Liberal Education
15. Patterns Today and for the Future

Life Begins Again. 16 mm. New York State Department of

Health Film Library, 18
Dover St., Albany, N.Y.

The problem of deafness is presented as a cause of many accidents and social difficulties. Points out the value of a hearing aid.

Life With Grandpa. 17 min. 16 mm. Available from Columbia University Educational Films, 431 West 117th St., New York 27, N.Y.; Film Library, Federation for Jewish Services, 101 North 20th St., Omaha 2, Nebr. Rental rates upon request.

Discusses increased length of life, employment, social security, and adjustment to changed conditions.

The Many Lives of JQP (John Q. Public). 16 mm. Filmograph. University of Michigan Audio-Visual Aids Center, Ann Arbor, Mich.

Filmograph developed to help get discussions under way in the study-discussion program, "Aging in the Modern World."

The New Prime of Life. 16 mm. Filmograph. University of Michigan Audio-Visual Aids Center, Ann Arbor, Mich.

Filmograph developed as a program aid for use in the recently developed program "Aging in the Modern World" prepared at the University of Michigan.

A Place To Live. 24 min. 16 mm. Available from Department of Professional Relations, William S. Merrell Co., Cincinnati 15, Ohio.

A new documentary film on care for the aged in our society with special emphasis on standards for homes for the aged. Suitable for general public

or professional audiences. Provides an excellent background for discussion.

Proud Years. 28 min. 16 mm. Available from Columbia University Center for Mass Communication, 1125 Amsterdam Ave., New York 25, N. Y. Rental \$7.00. Sale \$125.00 cleared for local TV use.

Laymen will see how practical steps can be taken to help people lead active, useful lives by overcoming or minimizing handicaps of old age including strokes, fractures, and other disabilities. Valuable film for assisting older people and their families to explore the day-to-day adjustments that accompany old age.

Retire to Life. 23 min. 16 mm. International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago 4, Ill. Rental \$3.00 plus postage and insurance.

Emphasizes need for activity and recognition in retirement and touches upon related matters of financial security. Story of an elderly man who learns to develop new interests and finds happiness when he discovers that retirement from a job need not mean retirement from life. Discussion guides provided.

Steps of Age. 25 min. 16 mm. International Film Corporation, Inc., 57 E. Jackson Blvd., Chicago 4, Ill. Rental \$3.00 plus postage and insurance.

Examines problems created by retirement, loss of spouse, and poor living arrangements. Emphasizes adjustment efforts of multigeneration families.

Still Going Places! 40 min. 16 mm. Available from local

Pfizer Professional Service Representative or the Film Library, Pfizer Laboratories, 630 Flushing Ave., Brooklyn 6, N.Y.

Medical documentary film on the management of older people who become incapacitated. For use with social workers, community planners, or adults with elderly parents. Filmed in collaboration with staff directors at the Home for Aged and Infirm Hebrews of New York.

Such a Busy Day Tomorrow. 50 min. 16 mm. Available from Joseph W. Bailey, Neptune Productions, Room 1743, 30 Rockefeller Plaza, New York; Regional Office of the U. S.

Department of Health, Education, and Welfare (see Social Security District Office listed in city telephone directories); or submit requests for loan of film to Special Staff on Aging, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

Story of a retired widower. Depicts the activities of a center for older people. Leading role is played by the famous actor, Walter Hampden. The film, originally televised on *Robert Montgomery Presents* in 1954, is available for showing only at conferences and meetings where no admission is charged and is not to be used on TV without special permission.

Films for Use in Leadership Development Programs

Belonging to the Group. 16 min. Available from Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. Black and white No. 622. \$75.00 purchase price.

Collaborator, Robert J. Havighurst, University of Chicago. Illustrates the need for people to respect and accept one another in a free society. Explains the vital role of groups in the community, and the importance of the "feeling of belonging." Points up community values and their relation to the democratic way of life.

Bridges for Ideas. 28 min. University of Southern California, Los Angeles, Calif. Showings arranged through the University.

Describes communications media as "bridges for ideas" and explains the importance of understanding the functions and technique of language, mo-

tion pictures, radio and television, fine arts, and other means of communicating information and concepts.

Organizing Discussion Groups. 21 min. Available from Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. Black and white No. 698. \$100.00 purchase price.

Collaborators: Cyril O. Houle, University of Chicago, and a panel of advisors. Prepared for those interested in forming discussion groups. The film dramatizes the way people in every walk of life are finding great satisfaction in "getting together to talk things over." Summarizes the steps to follow in organizing a group, shows the problems involved, and how they may be solved.

People, Products and Progress, 1975. 28 min. color. 16 mm. Partly animated. Local or

state Chamber of Commerce furnishes information on how to obtain film for showing. Local Chambers of Commerce with local business membership rents film at \$15.00 minimum of one week or less.

An entertaining educational film; illustrates and describes what life in America *can* be like in 1975. Not a science fiction story—the forecasts in this film are based on “sound, carefully calculated studies” by 14 leading trade associations, the National Education Association, and several large business firms. Most of the predictions are directed toward the comforts and conveniences that most directly affect our home and our way of living.

Role Playing in Human Relations Training. 25 min. 16 mm. National Education

Association, 1201 Sixteenth St., N.W., Washington 6, D. C. Arrangements for showings made through NEA.

A 25-minute training film demonstrating the uses of role playing and the leadership skills necessary to develop role playing in a group.

Room for Discussion. 24 min. Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. Black and white No. 620. \$112.50 purchase price.

Collaborators: Dr. Cyril O. Houle, University of Chicago, and a panel of advisors. An overview of the values to be gained from using the technique of organized discussion. Emphasizes the point that discussion is not only a privilege, but the responsibility of all citizens living in a democracy.

Tape Recordings and Records

Aging in the Modern World. University of Michigan, Audio-Visual Aids Center, Ann Arbor, Mich. \$1.50.

A recording describing the study-discussion program “Aging in the Modern World,” developed as a program aid for the leader for use at the first meeting.

Concepts of Constructive Medicine. 20 min. Magnetic tape, 7-3/4 feet per second. Available from the Department of Professional Relations, Medical A-V Section, The William S. Merrell Co., Cincinnati 15, Ohio. Loan basis.

Tape recording by Dr. Edward J.

Stieglitz. Presents many new and interesting concepts of constructive medicine which, among other things, endeavors to build a strong framework that will hold up under the physical and mental stresses of old age.

Consequences of Anxiety: Emotions and the Heart. 32 min. Magnetic tape, 7-3/4 feet per second. Available from the Department of Professional Relations, Medical A-V Section, William S. Merrell Co., Cincinnati 15, Ohio. Loan basis.

Medically oriented tape recording by Dr. Edward Weiss. Describes the role which emotions play in the etiology and progress of cardiovascular disease; emphasizes the fact that to treat a

patient with an organic cardiovascular disease, the physician cannot ignore the emotional, environmental, and social aspects of the aging patient's problem.

Humanizing the Aged. Two recorded interviews; 8 min. each. Available on a loan basis from the Chairman, New York State Joint Legislative Committee on Problems of the Aging, 94 Broadway, Newburgh, N.Y.

Two interviews on tape in which older citizens talk over their problems with (1) an employment counselor, and (2) a social worker.

New Goals for the Aging. Twelve tape recordings; 15 min. each. University of Michigan Audio-Visual Aids Center, Ann Arbor, Mich. Purchase price 50 cents each, when purchaser furnishes own tape. Free to all radio stations. Recordings at 3-3/4 or 7 1/2 feet per minute.

A series of 12, informal round-table

discussions of special interest to the middle-aged group as follows:

1. New Goals for Old Age
2. Education for Aging in Preparation for Retirement
3. When Are You Old?
4. Financing Later Maturity
5. Employment Opportunities for Older People
6. Jobs for Women After Forty
7. Should I Retire to a Little Farm?
8. Keeping Older Workers Employable
9. What Can Your Community Do For Older People?
10. Serving Your Community
11. State Action for Older People
12. The Middle Years and New Horizons

The People Act in Syracuse. 25 min. Twelve inch LP disc record. Educational Television and Radio Center, 1610 Washtenaw Ave., Ann Arbor, Mich. Terms furnished by the Center.

Describes how an industrial city meets the needs of its older citizens.

Exhibits

Adult Education in a Changing World. Available on loan basis from U. S. Department of Health, Education, and Welfare, Adult Education Section, Office of Education, Washington 25, D. C.

A portable, ten-panel table model exhibit. Each panel measures 22" x 30". Illustrates the ability of adults to learn and shows a variety of ways in which adult education is meeting the needs of the Nation and of individuals in an era of rapid change. Only one exhibit available at the present time.

Problems of Aging. Available on loan basis from U. S. Department of Health, Education, and Welfare, Special Staff on Aging, Washington 25, D.C.

Six large panels tell a story in photographs of community action programs for improvement of services to older persons. Weight 250 lbs., crated 508 lbs., (two crates); length 20 ft; height from floor 7 ft.

Table Model Exhibits: Problems of Aging. Available on loan

basis from U. S. Department of Health, Education, and Welfare Regional Offices or local Social Security District Offices listed in city telephone directories.

Small size, five-panel replica of the exhibit *Problems of Aging* described above. Portable, easy to set up; requires no special space or lighting. Available in all parts of the country. Weighs 17 lbs., and can be shipped by parcel post.

Free and Inexpensive Literature and Materials

A *Balanced Diet*. New York: Nutrition Foundation, Inc., 99 Park Ave., 1953. 23 p. 25 cents.

Discusses variety of foods needed, menus providing balanced diets, and indicates some special food problems.

BLACKSTONE, SIDNEY. *Deafness Past the Age of Sixty Five*. Reprint No. 556. Washington: The Volta Bureau, 1537 35th St., N.W., 1944. 10 cents.

Many older persons purchasing a hearing aid for the first time "often expect the impossible from it." This reprint will save many long explanations.

BROOKS, HELEN MORGAN. *One Person, One Meal, One Burner*. Philadelphia: The author, G.P.O. Box 7301, 1956. 18 p. 50 cents.

Food plans, menus and advice for older people who find it hard to manage, living alone, on a small budget for food and with one burner for cooking.

Charter for the Aging. New York: George Backer, 125 East 50th St. 8 p. Free.

Pamphlet highlighting accomplishments on behalf of the aging in the State of New York as a result of recent legislative enactments.

CLOSE, KATHRYN. *Getting Ready to Retire*. No. 182. New York: Public Affairs Committee, Inc., 22 East 38th St., 25 cents.

Practical suggestions as to how people can start building interests that will fill later years with happy, constructive activity.

CROMPTON, C. WARD. *Live Long and Like It*. Public Affairs Pamphlet No. 139. New York: Public Affairs Committee, Inc., 22 East 38th St., 25 cents.

Suggests interests and activities for the aging.

Education Beyond the High School: Needs and Resources. The President's Committee on Education Beyond the High School. Washington: U. S. Government Printing Office, 1957. Not paged. 25 cents.

Sourcebook presenting facts and statistics which could serve as a guide for group discussions.

Eyesight Poster Series. New York: National Society for the Prevention of Blindness, Inc., 1790 Broadway.

Three posters as follows: Horizontal Section of a Right Eyeball (8½ x 11),

single copy free; *It's Smart to Wear Them* (11 x 17) 15¢; *Seeing through Life* (9 x 6).

FEDERAL COUNCIL ON AGING. *Federal Responsibilities in the Field of Aging*. Washington: U. S. Government Printing Office, 1956. Not paged. 10 cents.

Includes a statement by President Eisenhower describing the responsibilities of the Federal Government in the field of aging and the importance of helping to keep older people in the mainstream of community life.

Foods for Health as We Grow Older. New York: Nutrition Service, Community Service Society, 105 East 22d St., 1949. 25 cents.

Concerns healthful eating in the older years. Includes food requirements and sample menus.

Good Reading. New York: New American Library of World Literature, Inc., 501 Madison Ave., 1956. 212 p. 50 cents.

Guide to the world's best books.

Growing Old Gracefully. Boston: John Hancock Mutual Life Insurance Co., 200 Berkeley St., 1955. 26 p. Free.

Addressed to middle-aged persons who face the restraints upon life that come with advancing years.

HASKINS, HARRIET. *Listening With the Help of a Hearing Aid*. Reprint No. 669. Washington: The Volta Bureau, 1537 35th St., NW, 10 cents.

Outlines important points to be considered if one is to get the best use from a hearing aid. Author, a member of the staff of the Hearing and Speech

Center, Johns Hopkins Hospital, Baltimore, has had many years of experience in working with the hard of hearing.

A Home in the Later Years. New York: New York State Association of Councils and Chests, 105 East 22d St., 1953. 29 p. 25 cents.

Booklet serves as a guide and stimulus to community groups working to bring about more adequate living conditions for older people.

How Public Welfare Services Aging People. Chicago: American Public Welfare Association, 1313 East 60th St.

A series of nine reports describe various services which have been developed to meet the needs of older people by social agencies of the Nation. Quantity discounts are available upon request. A useful collection under the following titles:

1. *The Range of Public Welfare Services to Older People*, by Maurice O. Hunt. August 1954. 10 p. 20 cents.
2. *Helping Older People Who Have Been in Mental Hospitals*, by Annie May Pemberton. September 1954. 16 p. 30 cents.
3. *Developing Clubs for Older People*, by Evelyn Brown Hoge. October 1954. 15 p. 30 cents.
4. *Day Centers for Older People*, by Henry L. McCarthy. December 1954. 15 p. 30 cents.
5. *Mobilizing Community Resources*, by Jerome

- Kaplan. February 1955. 15 p. 30 cents.
6. *Homemaker Service for Older People*, by Dorothy G. Kimmel. April 1955. 15 p. 30 cents.
7. *Friendly Visitors*, by Elizabeth G. Watkins. May 1955. 15 p. 30 cents.
8. *Helping Older People Find Good Nursing Home Care*, by Virginia A. Megowen, June 1955. 15 p. 30 cents.
9. *New Directions in Public Welfare Services for the Aging*, Elizabeth Breckinridge. July 1955. 15 p. 30 cents.
- KEMP, RUTH LOUISE. *Directory of Educational Aids Available from Federal Government at Washington and Other Places in the United States*. Ann Arbor: Braun-Brumfield, Inc., 1957. 83 p. Price upon request.
- Directory to help teachers identify, locate, and classify appropriate learning-teaching materials available from the Federal government in all subject areas and on all levels of education. Gives sources for exhibitions, publications, and services (films, microfilms, news releases, photos), speakers, and instructional aids.
- KEMPFER, HOMER. *Education Throughout Life*. Prepared for the President's Committee on Education Beyond the High School. Chicago: Adult Education Association, 743 North Wabash Ave., 1957. 15 p. 25 cents.
- Graphic information pamphlet. Useful for interpretation of the need for continuous education.
- LAWTON, GEORGE. *Women Go to Work at Any Age*. Chicago: Altrusa International, 332 South Michigan Ave., 1949. 47 p. 25 cents.
- Tells how vocational counseling service can help older women seek and find jobs on their own.
- and STEWART, MAXWELL S. *When You Grow Older*. Public Affairs Pamphlet No. 131. New York: Public Affairs Committee, Inc., 22 East 38th St., 1947. 32 p. 25 cents.
- Indicates guideposts for planning leisure and work as one adjusts to the psychological and physical aspects of aging.
- MCCALMONT, PHYLLIS. *If You Are Losing Your Hearing*. Reprint No. 664. Washington: The Volta Bureau, 1537 35th St., NW. Not dated. 10 cents.
- Answers many questions frequently asked by persons who are beginning to lose their hearing. Useful discussion on lipreading.
- MAKING THE MOST OF MATURITY. Boston: John Hancock Mutual Life Insurance Co., 200 Berkeley St., 1946. 30 p. Free.
- About interests and activities suitable for the time of retirement—urges the middle-aged to plan ways to make the most of their talents.

Many Happy Returns. To the Forties, and Fifties, the Sixties and Over. Chicago: The National Dairy Council, 111 North Canal St., 1955. 13 p. 10 cents.

Lively and well illustrated booklet addressed to the layman indicating that the "right food" is just as necessary for zestful health in the good years after forty as it was earlier.

MAYER, HERBERT C. *Who... Me?* New York: American Viewpoint, Inc., 122 East 42d St., 1954. 40 p. 25 cents.

Illustrated guide for adults who want to help young folks understand life.

OGG, ELIZABETH. *When Parents Grow Old.* Public Affairs Pamphlet No. 208. New York: Public Affairs Committee Inc., 22 East 38th St., 1954. 28 p. 25 cents.

Recognizes the value of working out satisfactory relationships between family members of different ages.

— *Save Your Sight.* Public Affairs Pamphlet No. 208. New York: Public Affairs Committee, Inc., 22 East 38th St., 1954. 28 p. 25 cents.

Shows importance of constant care of the eyes for protection against partial or complete loss of sight.

Parliamentary Procedure. Chicago: B'nai B'rith Women's Supreme Council, 203 North Wabash Ave., 1957. 15 cents.

A pictorial presentation based upon "Robert's Rules of Order" illustrates how to conduct a meeting.

Pre-retirement Manual. Washington: Senior Citizens of America, 1129 Vermont Ave., NW., 1957. 64 p. \$1.00.

Addressed primarily to the layman as a retirement planning guide.

Retirement: A New Way of Life. Madison: University of Wisconsin, University Extension Division. 1956. 40 p. 50 cents.

Planning guide presents helpful information about growing old and planning for the retirement years.

SCHWARTZ, MILTON and KERRISON, IRVINE, L. H. *The Learning Process with Application to Workers' Education.* Bulletin No. 5. New Brunswick, N. J.: Institute of Management and Labor Relations, Rutgers University, 1956. 22 p. Free.

Indicates how age and experience become real assets in certain situations. Simply written summary of basic information on the learning process which may be useful to lay leaders engaged in educational activities for aging adults.

Take Your Time and Make the Most of it! Detroit, Mich.: Metropolitan Committee on Aging, United Community Services of Metropolitan Detroit. Not dated. 35 p. Price furnished upon request.

"Growing old" brings special problems and needs. Tells what you can do in the way of retirement planning before problems arise.

U. S. DEPARTMENT OF AGRICULTURE, FEDERAL EXTENSION

SERVICE. *How to Make and Use a Flannelgraph*, by Gertrude L. Power. Washington: U. S. Department of Agriculture, Federal Extension Service, 1950. Not paged. Free.

Brief how-to-do-it brochure about the flannelgraph which is growing in popular use as a supplement to the conventional chalk board. Not available in bulk supply, but single copies may be secured upon request.

— FEDERAL EXTENSION SERVICE, and OFFICE OF INFORMATION. *Television for You. A Handbook for Extension Agents*, by Tonkin, Joseph D., and Skelsey, Alice F. Agriculture Handbook No. 55. Washington: U. S. Government Printing Office, 1953. 24 p. 15 cents.

Intended for use in training county extension agents and specialists in the use of television. Should be helpful to many other leaders who wish to reach older adults with educational information.

— HOME ECONOMICS RESEARCH BRANCH. *Food Guide for Older Folks*, by Lifquist, Rosalind C. and others. Home and Garden Bulletin No. 17. Washington: U.S. Government Printing Office, Revised 1955. 16 p. 10 cents.

Describes older people's food needs and tells how to meet them.

— *Rural Library Service*. Farmer's Bulletin No. 1847. Washington: U. S. Government Printing Office, Revised 1949. 32 p. 15 cents.

Describes the regional library service, how it works, and how it is financed. Illustrated with photographs; shows how rural people use library books, and how some "late-learners" are accomplishing wonders with the help of library guidance provided through bookmobile facilities.

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, COMMITTEE ON AGING AND GERIATRICS. *Aging—A Community Responsibility and Opportunity*. Washington: U. S. Government Printing Office, 1955. 20 p. 15 cents.

Tells how community citizens can use their capacities to strengthen the community and the Nation, and how older people can live happier, healthier, and more active lives.

— Public Health Service. *A Comprehensive Program for Better Mental Health of the Elderly. An exhibit*. Bethesda, Md.: National Institutes of Health, Center for Aging Research, 1957.

An exhibit pamphlet discussing nearly 100 current research projects relating to aging conducted at the Center. Publication available through the director of the Center.

— Public Health Service. *Looking Forward to the Later Years*. Public Health Service Publication No. 116. Washington: U. S. Government Printing Office, Revised 1953. 14 p. 15 cents.

Covers physiological, psychological, and socio-economic problems of aging and provides practical suggestions for adjustment to advancing age.

Public Health Service.
The Older Person in the Home: Some Suggestions for Health and Happiness in the 3-Generation Family. Public Health Service Publication No. 542. Washington: U. S. Government Printing Office, 1957. 43 p. 20 cents.

Intended to be of help to households in which there are one or more members in the upper age brackets.

U. S. DEPARTMENT OF LABOR.
WOMEN'S BUREAU.

The leaflets listed below cover various aspects of the older worker program sponsored by the U. S. Department of Labor. Single copies are available from the Department, and bulk copies can be secured from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Hiring Older Women. Leaflet No. 12. Revised 1954. 5 cents.

How to Conduct an Earning Opportunities Forum in Your Community. Leaflet No. 25. 1956. 15 cents.

Memo on Job-Finding for the Mature Woman. Leaf-

let No. 13. Revised 1955. 5 cents.

Over Forty and Looking for a Job. Leaflet No. 13. 1952. 5 cents.

What a Community Can Do to Train Mature Women for Jobs. Leaflet No. 22. 1955. 5 cents.

Whatever Your Age. Food and health poster. Chicago: National Dairy Council, 111 North Canal St. 5 cents.

Gaily colored poster concerning food needs of older adults.

What Makes a Volunteer. Public Affairs Pamphlet No. 224. New York: Public Affairs Committee, Inc., 22 East 38th St., 25 cents.

Describes desirable characteristics in the volunteer worker.

Your Future and You. New York: Metropolitan Life Insurance Co., 1 Madison Ave., 1954. 17 p. Free. Not available in classroom quantities.

Indicates what the future holds for middle-aged people.

SECTION IV

References for Lay Leaders and Volunteers Serving Older Adults

THE BREADTH OF TITLES in this section may serve to remind the leader that tomorrow he will deal with a new type of older person, better educated, living longer, with new appreciations, objectives, likes and dislikes. These older adults will require able and devoted leadership reflecting sound training and orientation for service in an era of automation, and of highly complex scientific discovery and promise. The aging individual may or may not wish to become a schoolgoing adult bent upon lifelong learning. In any event, those adults who desire it should have the advantage of resourceful leadership.

Part 1.—Background Readings for Volunteers and Lay Leaders

AUER, J. JEFFEREY, and EWBANK, HENRY LEE. *Handbook for Discussion Leaders*, New York: Harper & Bros. Revised 1954. 153 p.

Provides step-by-step procedures for planning, organizing and leading both small group and public discussions in classrooms, service clubs, community forums, church groups, adult education programs and similar groups. Exercises, projects and a selected list of references and resource materials are included in the appendix.

BACHMAN, JOHN W. *How To Use Audio-Visual Materials*. New York: Association Press, 1956. 60 p.

This small volume explains when audio-visual materials are useful, what types can be used effectively, and how to plan for others to use them.

BERGEVIN, PAUL E., and MORRIS, DWIGHT. *Group Processes for Adult Education*. Bloomington, Ind.: Community

Services in Adult Education, 1954. 86 p.

Useful for local leaders engaged in any adult education activity.

——— *A Manual for Discussion Leaders and Participants*. Greenwich, Conn.: The Seabury Press, 1954. 73 p.

Defines the group discussion method. Indicates some characteristics of good group discussion, and offers a description of an effective leader and his responsibilities. Helpful information to citizens who desire to serve as volunteer leaders in institutions and communities where their help with adult activities is needed.

CRIQUI, M. W. How To Start Adult Education in Your Town. *Business Education World*, 36:26-27, February 1956.

Tells what must be done to bring adult education opportunities to a community.

DONAHUE, WILMA, ed. *Education for Later Maturity*. New York: Whiteside, Inc., and William Morrow & Co., 1955. 338 p.

Includes papers on education for aging in the contemporary scene; indicates characteristics of older adults, describes educational programing for older adults in institutions and community agencies; and discusses leadership training for work with older people.

The Future—For Youth and Older People. *United States News and World Report*, Feb. 1, 1957. p. 30-46.

Account of the new emphasis on and the appeal of retirement against a background of revolutionary changes—

where age 65 "can carry the magic of a new life—where income is assured—and work can be taken on or left alone." The article covers pensions, health benefits, tax allowances, retirement income, and government aid. Concluding section records an interview with a retirement problems expert.

GITTLER, JOSEPH B. *Understanding Minority Groups*. New York: John Wiley & Sons, Inc., 1956. 139 p.

Selected papers about the several ethnic groups in the United States. Suggests ways to gain clearer understanding of minority groups. Might be adapted for use where groups of older adults reflect diverse racial and cultural backgrounds.

GLEASON, GEORGE. *Horizons for Older People*. New York: Macmillan Co., 1956. 137 p.

A practical reference book useful to both professional and lay leaders. Major emphasis is upon information directed to aging persons interested in planning for a fruitful and rewarding retirement. Contains a useful list of organizations devoting time and staff energy to activities in the field of aging.

Golden Age Retirement Planning. *Christian Science Monitor*, Feb. 28, 1957.

This issue of *Christian Science Monitor* is devoted to articles for older persons who want to face their advancing years well prepared to make the necessary adjustments. Contains a list of part-time jobs for the retired, and includes a double-page spread of questions and answers on retirement.

HENRY, NELSON B. ed. *Mass Media and Education*. 53d Yearbook of the National Society for the Study of Edu-

cation, Part II. Chicago: University of Chicago Press, 1954, 290 p.

A sourcebook on mass media. Gives general background for better use of our papers, radio and TV today and for better planning for the future.

JAMES, T. F. Adult Education. *Cosmopolitan*, September 1957. p. 34-39.

Enlightening discussion of "living room learning," as a modern way to combat one of our biggest obstacles—boredom. Describes the wide enthusiasm for living room courses. Recounts the successes of programs such as *Ways of Mankind* and *The Great Books* and lists 15 discussion courses available for national distribution through The Fund for Adult Education, White Plains, N. Y.

KELLEY, EARL C. *The Workshop Way of Learning*. New York: Harper & Bros., 1951. 169 p.

Discusses the typical workshop which has become a standard instrument in educational improvement programs in recent years. Analyzes the purposes and principles of the workshop concept; pictures a university course organized along workshop lines for teachers who would attend weekly meetings at the center. Contains practical workshop procedures for releasing barriers and tensions between learners.

KISH, HENRIETTA. *Questions Older People Ask*. New York: E. P. Dutton Co., 1955. 156 p.

A helpful guide for use in attacking group or individual problems which arise in work with older adults.

KLEIN, ALAN F. Study Your Group. *Adult Leadership*, 6,1:18-20, 32, May 1957.

Urges the study of the group by its leader—whether experienced or only a beginner. Tells how to study the group and discusses age of the members as a determining factor in "judging" the ability of a group to function.

LINDSTROM, D. E. *Let's Talk It Over*. A brief manual for discussion groups. Circular 581. Urbana: University of Illinois, College of Agriculture, Extension Service in Agriculture and Home Economics, 1944. 11 p.

A manual emphasizing methods of discussion intended to make the best possible use of facts and opinions in the solution of problems. Explains how to lead discussions in large or small groups with emphasis upon getting the discussion started, keeping it going, how to point it up, and how to lead the group to action where action is desirable or necessary.

LINTON, CALVIN D. *How To Write Reports*. New York: Harper & Bros., 1954. 240 p.

A self-study guide which should be helpful to those who must prepare effective progress reports. Contains a glossary and reviews routine mechanics of report writing.

LOWRY, LOUIS. *Adult Education and Group Work*. New York: Whiteside Inc., 1955. 224 p.

Tells how group work can attain the goals of adult education. Summarizes the role of the community center, neighborhood houses, YMCA, YWCA, and similar agencies. In Chapter 5, Group Work with Older Adults, the author indicates that many problems can be solved only if the young develop an enlightened self-interest in the problems of old age and if people are educated toward a better understanding and appreciation of old age.

MURRAY, J. P., and MURRAY, C. E. *Guide Lines for Group Leaders*. New York: Whiteside, Inc., 1954. 224 p.

A handbook focused upon accepted group work method and practices. Should be useful to the experienced, as well as the vast number of voluntary leaders assuming responsibility for the leadership of groups which include middle-aged and elderly persons. Contains some illustrated material reflecting leader experiences.

Recreation for the Aging in North Carolina. Chapel Hill: Institute for Research in Social Science. University of North Carolina, 1956. 217 p.

A source book describing the place of organized leisure time recreation in the life of the aging citizen. Indicates types of programs best adapted to individual interests and needs; illustrates the values of the program to the individual, the group, family life, church contacts and community relationships. Discusses organizational procedures, administration, and leadership qualifications.

SCAMAN, RICHARD M. *The Young and the Aged. Geriatrics*, 7,2:144, March-April 1952.

The author states that the most efficient and productive approach to preparation for the later years will be found through coordinating various educational influences in the community, in the home, the school, the church, library, and in both nonprofit and commercial recreational services.

SCHWARTZ, MILTON and KERRISON, IRVIN, L. H. *The Learning Process with Application to Workers' Education*. Bulletin No. 5. New

Brunswick, N.J.: Institute of Management and Labor Relations, Rutgers University, 1956. 22 p. (Free in New Jersey).

Indicates how age and experience become real assets in certain situations. Simply written summary of basic information on the learning process which should be useful to lay leaders engaged in educational activities for aging adults.

SPEARE, ELIZABETH GEORGE. *Don't Shut Out the Shut-ins. Adult Leadership*, 4,6:8-9, 31-32, December 1955.

Tells how some 23,000,000 handicaps, the shut-ins, and the homebound elderly can be reached by offering them opportunities to serve. Offers ten suggestions on how to enlist new volunteers for the work of any organization. Lists numerous at-home-chores which can be done by shut-ins of all ages.

TRECKER, AUDREY R., and TRECKER, HARLEIGH B. *Committee Common Sense*. New York: Whiteside, Inc., 1954. 158 p.

Chapter 8 highlights ways in which a committee meeting can be made productive. A check sheet for evaluating committees is included.

U. S. SENATE, COMMITTEE ON LABOR AND PUBLIC WELFARE. *Selected Documents. Vol. XI: Fact Book on Aging. Studies of the Aged and the Aging*. Washington: U. S. Government Printing Office, 1957. 77 p.

Selected charts, tables and diagrams furnish useful information on the population statistics, income, employment, living arrangements, education, and health of the aging.

UTTERBACK, WILLIAM E. *Decision Through Decision: A Manual for Group Leaders*. Third Edition. New York: Rinehart & Co., Inc., 1950. 51 p.

A manual which will help the inexperienced who are called upon to lead adult groups for the first time. Describes the competent leader, session planning and preparatory phases including selection of topic, advance promotion, and physical surroundings; gives techniques for adapting the discussion topic for a larger group.

WHEELER, HOWARD. *Creative Activities of Older People. The Annals of the American Academy of Political and Social Science*, 279:84-92, January 1952.

An evaluation and analysis of the creative capacities of aging people. Suggests ways to release these creative

capacities. Craft-arts leaders and teachers, as well as counselors of older adults, may find this evaluation helpful.

WOODS, JAMES H. *Helping Older People Enjoy Life*. New York: Harper & Bros., 1953. 139 p.

Describes the organization and activities of many social groups providing leisure time activities for older adults.

The Years Between: The Role of Women in Middle Age. New York: Jewish Vacation Association, 1956. 28 p.

Highlights panel discussions at the 1956 conference held by the Association. Emphasizes the need for intensive exploration in the area of middle-aged concerns and for expansion of educational opportunities for people in the middle years. The following topics are discussed: The Years Between—What are They?; The Years Between—And Security; and The Years Between—And Education.

Part 2.—Understanding the Needs of the Aging

Keeping Fit—Mentally, Physically, and Spiritually

BAIRD, JANET H., ed. *These Harvest Years*. Garden City: Doubleday & Co., Inc., 1951. 300 p.

A handbook giving practical advice on such topics as the development of a philosophy of maturity, keeping the mind active, community assistance, occupations for retirement, travel, and religion. Written in simple terms with the potential role of education apparent.

BOAS, ERNEST P. *Add Life to Your Years*. New York: The McBride Co., 1954. 278 p.

Discusses the aging process and many ordinary but helpful hygienic

measures concerning diet, work, recreation, which will aid in making necessary mental and physical adjustments to advancing age.

CLOSE, KATHRYN. *Getting Ready To Retire*. Pamphlet No. 182. New York: Public Affairs Committee, Inc., 1952. 24 p.

Practical suggestions as to how people can start building interests that will fill later years with happy, constructive activity.

DAVIS, ADELE. *Let's Eat Right To Keep Fit*. New York: Harcourt, Brace, & Co., 1954. 322 p.

The author presents information concerning the vital, complicated human nutritional processes in an interesting manner. Reports the facts about nutrition requirements and describes the rewards of good nutrition.

DEFORD, MIRIEM J. *Psychologist Unretired. The Life Pattern of Lillian J. Martin*. Stanford, Calif.: Stanford University Press, 1948. 127 p.

The challenging story of Dr. Lillian J. Martin who for most of her 91 years lived and worked with selfless devotion to solving many of the problems of the aging as a distinguished teacher, writer, psychologist, and adult counselor. Dramatizes the importance of the intelligent use of leisure time.

DESMOND, THOMAS C. *Learning in Later Life. Today's Health*, 35,8:24-27, August 1957.

Answers those older adults who ask "even if we can learn, what do we need learning for at our age?" Urges aging people to take inventory of where they have been and where they want to go. States that older people, like youngsters, have learning responsibilities. Discusses the need to learn for added income and for intellectual growth.

DUNNINGTON, LEWIS L. *Power To Become*. New York: Macmillan Co., 1956. 233 p.

Combines psychological insight with helpful religious counsel. Designed to help individuals cope, in some measure, with the disintegrating forces of our day and to develop individuals morally and spiritually as they age. By the author of *The Inner Splendor*, *Keys to Richer Living*, and *Something to Stand On*.

EAKIN, FRANK. *Bible Study for Grownups*. New York: Macmillan Co., 1956. 347 p.

Well organized guide to Bible study for both individual and adult group reading.

GILBERT, JEANNE. *Understanding Old Age*. New York: Ronald Press Co., 1954. 422 p.

Discusses many aspects of later maturity and old age.

GREEN, PETER. *Old Age and the Life To Come*. New York: Morehouse - Gorham Co., 1950. 64 p.

A little book that offers encouragement to the aged who would seek to establish spiritual growth through increased peace of mind as they enter the last stage of life's journey. The book is well suited for modern readers.

HAMILTON, CLARENCE H. (MRS) *Your Rewarding Years*. Indianapolis, Ind.: Bobbs-Merrill Co., Inc., 1955. 219 p.

Thoughtful reading which stresses the need to ponder and decide what the goals of the later years shall be. Indicates that illness and physical weakness need not be accepted as inevitable just because one is facing old age.

How to Stay Young. Coronet, 30:23-26, May 1951.

Directed to people who are growing old. Emphasizes the value of adult education on an individual basis and gives guidelines for sound mental health in later years.

JOHNSON, GERALD W. *One Increasing Purpose. American Library Association Bulletin*, 50, 1:35-38, January 1956.

The author answers an unusual question in an unusual manner: "Is Education the Fountain of Youth?" Expresses the conviction that "once a man has convinced himself that there

is nothing more worth seeing, nothing worth hearing, nothing worth learning—he is, then and there, an old man regardless of the date of his birth.”

LAWTON, GEORGE. *Aging Successfully*. New York: Columbia University Press, 1946. 266 p.

Contains practical suggestions for those who are growing old. Discusses some problems and characteristics of older adults.

LEIBMANN, JOSHUA L. *Peace of Mind*. New York: Simon & Schuster. 1946. 205 p.

Discusses the struggle of mankind emphasizing the importance of the religious life. Urges modern man to examine his moral responsibilities under rapidly changing conditions.

LERRIGO, CHARLES N. *The Better Half of Your Life: How To Live in Health and Happiness from Forty to Ninety*. New York: The John Day Co., 1950. 270 p.

Discussion by a retired physician of health problems, living arrangements, and family relations for older adults.

MEARNS, HUGHES. *The Creative Adult: Self-Education in the Art of Living*. New York: Doubleday Doran & Co., Inc., 1940. 300 p.

Describes efforts to discover creative gifts among adults in much the same way they are discovered in children.

MENNINGER, WILLIAM C. *Enjoying Leisure Time*. Chicago: Science Research Associates, 1950. 48 p.

Emphasizes activity and learning as reliable means of preventing or postponing withdrawal and deterioration in the aging.

NEEDLES, R. J. Key Problems of Aging. *American Mercury*. 84:146-150, March 1957.

The author says each age has its pleasures if we can only learn to recognize the pleasures which should be ours.

OVERSTREET, HARRY A. and OVERSTREET, BONARO. *The Mind Goes Forth*. New York: W. W. Norton & Co., 1956. 384 p.

A human relations approach that tells of the way in which the will to understand can create conditions that make life both a “spacious and rewarding experience.” Explores the roles we play in the human scene. Of these roles the authors say: “We are born into them; are willed into them by our society; or are propelled into them by circumstances.”

RAY, MARIE BEYNON. *The Best Years of Your Life*. Boston: Little, Brown, & Co., Inc., 1952. 300 p.

Interesting account of the large numbers of middle-aged people who have learned to create the things that make for enrichment of adult life with new found leisure time.

SCHINDLER, JOHN A. *How To Live 365 Days A Year*. New York: Prentice-Hall, 1954. 222 p.

Stresses the importance of sensible adjustment to changing situations for emotional balance in later life.

STIEGLITZ, EDWARD J. *The Second 40 Years*. Philadelphia: J. B. Lippincott, 1946. 317 p.

Discusses mental hygiene in later years and treats education as an essential part of mental hygiene.

U. S. DEPARTMENT OF AGRICUL-

TURE, HOME ECONOMICS RESEARCH BRANCH, AGRICULTURAL RESEARCH SERVICE. *Food Guide for Older Folks*, by Lifquist, Rosalind C. and others. Home and Garden Bulletin No. 17. Washington: U.S. Government Printing Office. Revised 1955. 16 p.

Describes older people's food needs and tells how to meet them.

WITTY, PAUL A. *How To Become a Better Reader*. Chicago: Science Research Associates, Inc., 1953. 304 p.

A self-help text for people in school or in work situations designed to improve their rate of reading, increase comprehension, and joy of reading.

Personal Adjustment to Aging

BRITIGAN, WILLIAM H. *Don't Grow Old*. New York: Van-tage Press, Inc., 1953. 107 p.

Outlines a series of steps with real possibilities for meeting the limitations that come in later maturity. Urges rejection of old views about advancing years and indicates the tendency of greater enlightenment and sane habits to increase the span of life.

CANER, G. COLKERT. *It's How You Take It*. New York: Coward-McCann, Inc., 1946. 152 p.

Useful information about the emotions and about reactions to various circumstances one may meet while still in school and in adult life. Tells how healthy attitudes may be developed toward work, authority, other people, misfortune, and life difficulties. Written primarily to help the average high school student toward a good start in life and to help interested teachers develop the full potentialities of young adults under their guidance.

CARNEGIE, DOROTHY. *Don't Grow Old—Grow Up*. New York: E. P. Dutton & Co., Inc., 1956. 250 p.

Recounts the experiences of hundreds of aging persons who have found

that it is not easy to grow up—but they've done it. Emphasizes the rewards of maturity and points out ways of receiving them. The author believes there is no better investment than the development of an "intense intellectual passion" which will sustain us in later life.

FRANK, LAWRENCE K., and FRANK, MARY. *How to Be a Woman*. New York: Bobbs-Merrill Co., Inc., 1954. 144 p.

A guide to which women can refer at different life stages: the younger years, the busy years 20-40, the middle years 20-55; and the years after 55. Emphasizes changing roles and the diverse nature of these roles in different life periods. Useful for adult study groups as well as high school and college classes in life adjustment.

GRIFFIN, JOHN J. *Plato's Philosophy of Old Age*. *Geriatrics*. 4:242-255, July-August 1949.

Makes available to the reader selected sketches which illustrate the great Plato's "philosophy of old age" stressing his words of advice to the aged and to their children. Useful to those who would develop in themselves and others positive attitudes toward aging and the aged.

GROSSMAN, BEN. Are You Afraid of Growing Old? *Today's Health*. 34,3:18-21, March 1956.

Although many people are afraid of growing old, the author believes that those who are not are finding the compensations of continuing growth in experience, perspective, and understanding.

HASKINS, HARRIET. *Listening With the Help of a Hearing Aid*. Reprint No. 669. Washington: The Volta Bureau. Not dated. 4 p.

Discusses attitude toward the hearing aid, physical comfort in using an aid, and learning to listen. Outlines several important points to be considered to get the best use from a hearing aid.

HAVIGHURST, ROBERT J. Social and Psychological Needs of the Aging. *The Annals of the American Academy of Political and Social Science*. 279:11-17, January 1952.

Explains how old age "insults" a person. Describes adjustments which call for unlearning old ways and learning new ones at a time when learning "comes harder" than it did in earlier years. Suggests ways of meeting personal needs in later years.

HEWITT, EDWARD R. *Days From 75 to 90*. New York: Duell, Sloan, & Pierce. 1957. 128 p.

The author feels (at 90) that a very busy and productive life yields much satisfaction. He believes that a life which has not been wasted is one that returns a measure of good for what one has received from the world. Wit, wisdom, humor and inspiration in the author's comments about life, aging, world affairs, health, and the future.

Holiday. Volume 18, March 1956.

Issue contains a collection of essays by "practical users of leisure" on the rewards they find in music, photography, collecting, gardening, travel, and other pursuits.

JOHNSTONE, MARGARET B. Failure Is To Learn On. *Reader's Digest*. 69:73-76, December 1956.

Encourages the reader to expect adversity as a normal part of living.

LANGER, MARION. *Learning To Live as a Widow*. New York: Gilbert Press, Inc., 1957. 255 p.

Offers guidance and assistance for the older woman in the effort to master grief and to find new ways to achieve adequate adjustment and a rewarding existence. The author has written in a manner that should not only help those who are bereaved, but help persons who need effective guidance in solving personal problems. The book may help many who are now happily married to think ahead toward one of the inevitable crises that may hit unexpectedly. Appendix outlines a wide variety of services and sources of information.

LEES, HANNAH. *Help Your Husband Stay Alive*. New York: Appleton - Century Crafts, 1957. 242 p.

Addressed to women in young adulthood, but of interest to men and women of all ages. Stresses the increasing disparity between the life span of men and women and its many social and economic implications for women who survive into the later years. Useful in pre-retirement discussions and individual or group counseling. Tells what wives can do to relieve tensions and pressures in home life.

LINDBERGH, ANNE MORROW. *Gift From the Sea*. New York: Pantheon Books, Inc., 1955. 127 p.

The author likens the discomforts of aging (discontent, restlessness, loneliness, doubt, despair, and longing) to the growing pains of childhood to be accepted as a necessary part of growing older. Should inspire many readers to reflect upon the life they hope to live in later years and the good they can do for others.

MAVES, PAUL B. *The Best Is Yet To Be*. Philadelphia: Westminster Press, 1951. 96 p.

Deals specifically with the special problems of older persons. Aims to help readers respond to the challenge of changes and conflicts that come to everyone with advancing age.

MUELLER, KATE HEVNER. *Educating Women for a Changing World*. Minneapolis: University of Minnesota Press, 1954. 302 p.

Analyzes the conflicts between adults that arise from social change. Discusses education for earning, dating and mating, homemaking, politics, citizenship, and leisure.

OVERSTREET, HARRY A. *The Mature Mind*. New York: W. W. Norton & Co., Inc., 1949. 295 p.

Part I discusses "The Maturity Concept" as a practical, ongoing approach with a review of the psychological foundations underlying the common definition of maturity. Part II discusses the forces that shape us (economics, politics, family life, education, and religion), and the climate in which we practice whatever degree of maturity we have reached. The author believes that a satisfying adulthood comes with "significant and happy

maturing" not "hobbies for immature grownups."

PEALE, NORMAN VINCENT. *Stay Alive All Your Life*. New York: Prentice-Hall, Inc., 300 p.

Emphasizes the importance of developing a sense of well-being, enthusiasm and new vitality. Suggests ways to develop these qualities. Illustrated with inspiring stories of men and women which may encourage others to discover their untapped power to meet everyday difficulties.

SMITH, ETHEL SABIN. *The Dynamics of Aging*. New York: W. W. Norton & Co., Inc., 1956. 191 p.

Furnishes insight into the common motives which lead to inevitable unhappiness in later maturity and others just as easily learned (in the opinion of the author) which can lead to serenity in the final years of life. Indicates ways in which undeveloped attitudes can be discovered in earlier life and developed in youth to become an asset in old age.

SOULE, GEORGE. *Time for Living*. New York: Viking Press, 1955. 184 p.

Challenging reading for those who have a strong concern for the future of civilization, the values by which men live, and the cultural development of the individual personality.

STECKLE, LYNDE C. *Problems of Human Adjustment*. New York: Harper & Bros. Revised 1957. 419 p.

Describes life, people, and the problems they encounter in daily living. In Chapter 12, Maturity in Old Age, the author emphasizes the failures of individuals to cope with life because they have not adequately applied knowledge gained in their own life

practices in the classroom, the office, the home, factory, or the clinic. Urges the development of useful practices which counteract forgetfulness and other obvious and troublesome conse-

quences of advancing age. Chapter 13, *A Realistic Outlook on Life*, puts major emphasis upon the need for a functional philosophy of life based upon understanding and reality.

Planning for Use of Leisure Time

BUCKLEY, JOSEPH C. *The Retirement Handbook*. New York: Harper & Bros., 1953. 324 p.

Advises the reader to accept retirement when it comes and to make the most of it by preparing ahead.

DENISE, THEODORE C., and WILLIAMS, M. H., eds. *Retrospect and Prospect on the Retirement of T. V. Smith*. Syracuse, N. Y.: Syracuse University Press, 1956. 175 p.

Volume on the retirement of Prof. T. V. Smith, noted educator. The general tone reflects the belief that old age brings "time for living."

FORD, NORMAN D. *How To Travel Without Being Rich*. Greenlawn, N. Y.: Harian Publications, 1957. 89 p.

Helpful material for the would-be traveler with limited resources.

FRIEDMAN, E. A., and HAVIGHURST, ROBERT J. *The Meaning of Work*. Chicago: University of Chicago Press, 1954. 194 p.

Discusses the trend toward greater amounts of leisure time during adulthood and of even more leisure in old age. Says few adults are prepared for the creative use of this leisure time, that few are ready to apply the principle of equivalence of work and play in their lives, and that most adults are not "accomplished" in the leisure arts.

HART, GIFFORD R. *Retirement: A New Outlook for the Individual*. New York: Harcourt, Brace, & Co., 1957. 179 p.

Author expresses concern over the lack of adequate preparation for an important time in life—retirement. Useful in counseling situations, retirement planning sessions, and the prevention and treatment of "retirement shock."

KAIGHN, RAYMOND P. *How To Retire and Like It*. New York: Association Press, 1957. 149 p.

Imaginative book on retirement.

LEHMAN, MAXWELL, and YARMON, MORTON. *Jobs After Retirement*. New York: Henry Holt & Co., 1954. 241 p.

Practical book suggests how to go about finding something to do to keep busy, to earn money, or to get help in that direction. Suggests ways to supplement retirement income.

MARGOLIUS, SIDNEY. *Your Guide to Financial Security*. New York: New American Library of World Literature, Inc., 501 Madison Ave., 1955. 192 p.

Information on how to save, budget, borrow, invest, plan retirement, and how to buy life and health insurance, and benefit from government social security programs.

NOYES, HELEN. The Use of Leisure Time in the Adjustment of Older People. *Geriatrics*, 5:104, March-April 1950.

In order to make longer life profitable and more interesting, the author says we must dignify the retirement years by offering opportunities for meeting changing needs.

O'CASEY, SEAN. *Mirror in My House: Autobiographies of Sean O'Casey*. (2 volumes). New York: Macmillan Co., 1956.

Recalls the "wondrous experience of coming into an adult world" through the eyes, the mind and the heart of a man no longer young.

PETERSON, ROBERT. Will You Have Enough Money When You Retire? *Ladies Home Journal*, June 1957.

Offers advice on a savings program for the average wage earner now about 40 years old. States that in old age, "money won't make you happy, but it permits you to be unhappy in comfort."

RAY, MARIE BEYNON. *The Best Years of Your Life*. Boston: Little, Brown, & Co., 1953. 300 p.

Suggests many worthwhile activities for older people.

STEFFERUD, ALFRED, ed. *The Wonderful World of Books*. [A Mentor Book.] New York: The New American Library of World Literature, Inc., 1953. 319 p.

These selections about books and reading may both stimulate the older reader and add immeasurably to the value and pleasure of reading now and on into the retirement years.

Family Relationships and Living Arrangements

ARTHUR, JULIETTA K. *How To Help Older People*. Philadelphia: J. B. Lippincott Co., 1954. 500 p.

Useful book for the family with one or more members in the upper age brackets living either under one roof or in separate establishments.

ASHLEY, E. EVERETT, 3d. *A Happy Home for the Later Years: A Guide for Selecting Retirement Housing*. Paper presented at the 10th Anniversary Conference on Aging, University of Michigan, Ann Arbor, Mich., June 25, 1957. Reprint. 11 p.

Careful examination of several alter-

natives open to the elderly who must decide where and how to live in retirement. Considers features which should be incorporated in a house suited for older persons; discusses location, cost of operation and maintenance, adapting a house for later years, home purchasing and rental housing. Available from the author who is Director of Statistical Reports and Development Branch, Housing and Home Finance Agency, Washington 25, D. C.

BEASLEY, CHRISTINE. *Democracy in the Home*. New York: Association Press, 1954. 242 p.

For leaders who work with parents and older grownups. Stresses the use of democratic methods to approach many trying family problems; cites experiences which will possibly suggest many ideas for democratic living.

HOUSING AND HOME FINANCE AGENCY. OFFICE OF THE ADMINISTRATOR. *Older People and Their Housing Needs*. Washington: Housing and Home Finance Agency, Reprint 1957. 22 p.

Emphasizes the importance of suitable housing for the ever growing number of older citizens and need for recognition of the problem as one which concerns the Federal government. Discusses the following topics: Family Status of the Elderly, The Present Housing of the Elderly, Financing of Single Family Home Purchases, and Public Low-rent Housing for the Elderly. Charts and tables accompany text.

MEYER, AGNES E. Women's Responsibility for the Family. *Journal of Home Economics*, 48:499-503, September 1956.

Discusses some the causes and effects of mental and emotional confusion among modern women and describes some of the superficial attitudes which have developed. Concise statement of modern woman's difficulties and opportunities.

ROGERS, MERRILL. *It Isn't Always Easy*. Ann Arbor: University of Michigan, 1954. 32 p.

A play designed for use in connection with the training of volunteers who wish to work with older people. May be used as a volunteer recruiting aid. Illustrates the "sometimes difficult but satisfying relationships which exist between visitor and the older person."

ROSS, MABEL. Is There a Grandparent in the House? *Adult Leadership*, 3:7 and 28, February 1955.

Indicates the contributions the young and old can make to each other. Stresses the importance of offering emotional security to the older person in the family according to his needs. The author believes that having an older person in the family helps children to understand the full life cycle and to see that aging is a part of the total life process.

STERN, EDITH M., and ROSS, MABEL. *You and Your Aging Parents*. New York: A. A. Wyn, Inc., 1952. 212 p.

Parents and many other adults alike should find this a helpful book in promoting increased understanding between the older and younger generations.

STIRLING, NORA. *The Room Upstairs*. New York: Human Relations Aids, 1953. 46 p.

An American Theatre Wing community play for amateur production with a discussion guide by Nina Ridenour. Deals with problems which arise when older people live with their children. Written in consultation with recognized authorities in family counseling and mental health.

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, PUBLIC HEALTH SERVICE. *The Older Person in the Home: Some Suggestions for Health and Happiness in the 3-Generation Family*. Public Health Service Publication No. 542. Washington: U. S. Government Printing Office, 1957. 34 p.

Pamphlet intended to be of help to households in which there are one or more members in the upper age brackets.

SECTION V

Bibliographies

SEVERAL USEFUL BIBLIOGRAPHIES have been selected for inclusion in this section. Many of these bibliographies indicate sources of and references to publications and reports on the general aspects of

aging. Others refer to special materials and instructional aids useful primarily for informal discussions, formal classes, or meetings concerned with the aging individual.

CASS, ANGELICA W. *Bibliography of Materials for Americanization and Adult Elementary Education*. Albany: University of the State of New York, The State Education Department, Bureau of Adult Education, 1956. 16 p. Processed.

Lists materials for teachers, supervisors, and administrators for use in Americanization and adult elementary classes offered by the public schools of New York State. Suitable for foreign born and native born adults of all ages with less than elementary school education.

D'AMICO, LOUIS A., FATTU, NICHOLAS A., and STANDLEE,

LLOYD S. *An Annotated Bibliography of Adult Literacy Training Materials*. Bloomington: Bulletin of the Institute of Educational Research, Indiana University, 1954. 90 p.

Titles and materials useful in literacy training and instruction for adults of all age levels.

Employability of the Older Person. A Bibliographical Survey. *Personnel*. 26:350-362, March 1950.

Lists books and articles pertaining to psychological, physiological, and economic problems of aging workers.

FEDERAL COUNCIL ON AGING. *Publications on Aging: Selected*

Reports of Federal Agencies. Washington: U.S. Government Printing Office, 1956. 19 p.

Annotated bibliography of selected reports of federal agencies on the subject of aging.

FEDERAL SECURITY AGENCY, COMMITTEE ON AGING AND GERIATRICS. *Selected References on Aging: Annotated Bibliography.* Washington: U. S. Government Printing Office, 1952. 36 p.

References of interest in the general field of aging.

Food for Thought: Books for the Proud Years. Bibliography compiled by The City of New York Senior Citizens Month Committee. New York: The Committee, 250 Church St., 1957. 11 p. Processed.

Selected annotated bibliography includes items on retirement, health, personal adjustment, and recreation.

Meeting the Educational Needs of Adults: A Working Bibliography in Adult Education for the Librarian. Chicago: American Library Association. Library - Community Project, June 1957. Not paged.

Compiled as a working list in adult education to help the librarian strengthen educational services to adults of all ages. Available from the American Library Association, 50 East Huron St., Chicago 11, Ill.

National Social Welfare Assembly. *Publications:* Published by, or available

through, National Social Welfare Assembly. New York: The Assembly, 345 East 46th St., April 1957. 8 p. Processed.

Lists several reports and studies in the field of aging currently available.

SHOCK, NATHAN W. *A Classified Bibliography of Gerontology and Geriatrics.* Stanford, Calif.: Stanford University Press, 1951. 599 p.

Classified bibliographical document represents the most comprehensive index to current periodical literature available on the subject of aging. Includes items appearing from 1900 through 1948. The bibliography is kept up to date in a special section of *The Journal of Gerontology*, which is published quarterly. Available in most large libraries.

——— *A Classified Bibliography of Gerontology and Geriatrics: Supplement One, 1949-1955.* Stanford, Calif.: Stanford University Press, 1957. 525 p.

Supplement One to the classified bibliography of the same title released in 1951. Covers periodical literature on the subject appearing from 1949 through 1955.

U. S. CIVIL SERVICE COMMISSION LIBRARY. *The Older Worker: An Annotated Bibliography.* *Public Personnel Review*, 14:132-142, July 1953.

An annotated bibliography listing references pertaining to the older worker. Published as a new service to readers in the Bookshelf section of the periodical.

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, COMMITTEE ON AGING. Se-

lected References on Aging: An Annotated Bibliography. Compiled by The Library of the Department of Health, Education, and Welfare. Washington: U. S. Government Printing Office, 1955, 36 p.

Includes approximately 500 items compiled from current literature in the general field of aging.

— OFFICE OF EDUCATION. *Girls' and Women's Occupations: Selected References, July 1948-September 1954,* by Louise Moore. Vocational Division Bulletin No. 257, Trade and Industrial Series No. 63. Washington: U.S. Government Printing Office, Revised 1956. 99 p.

Annotated bibliography of selected references to occupations in which women predominate. Includes publications about women's opportunities in occupations in which women form a minority.

— SOCIAL SECURITY ADMINISTRATION. *Basic Readings in Social Security: Social Welfare — Social Insurance.* Compiled for the Social Security Administration by the Library of the U. S. Department of Health, Education, and Welfare. Publication No. 28, 1956. Washington: U.S. Government Printing Office, 1957. 144 p.

A guide to the significant books, pamphlets, articles, and current periodical sources on the Social Security Act. Includes references to programs that are closely related to social security. Those engaged in education for

the aging will be interested in references in the sections on old-age assistance, old-age and survivors insurance, the aging, and employment of older workers.

— SPECIAL STAFF ON AGING. *Motion Pictures, Recordings on Aging: A Selected Listing of Visual And Auditory Presentations.* Revised January 1958. 27 p. Processed.

Lists visual and auditory presentations useful primarily for conferences or meetings concerned with the aging.

U. S. DEPARTMENT OF LABOR, WOMEN'S BUREAU. *Employment of Older Women—An Annotated Bibliography.* Washington: U.S. Government Printing Office, Revised 1957. 81 p.

Annotated bibliography of literature and materials bearing upon three aspects of the subject of the employment problems of older women: hiring practices, attitudes toward age, and work performance.

U.S. SENATE, COMMITTEE ON LABOR AND PUBLIC WELFARE. *Guide to Significant Publications. Selected Documents—Volume VII. Studies of the Aged and the Aging.* Compiled by the staff of the Committee. Washington: U.S. Government Printing Office, 1956. 242 p.

A guide to significant publications, literature, and materials on the problems and issues relating to the aged and to aging. References are grouped under the following headings: Health and Health Services; Income and Pensions; Employment and Self-Employment; Retirement; Public and Private Services; and General References.

SECTION VI

Educational Information Sources¹

THIS SECTION lists organizations expending time and staff efforts on behalf of the aging and the aged. Some are agencies concerned exclusively with aging; several sponsor aging projects, initiate programs, produce and/or distribute literature suitable for use in educational programs and services for the aging; others represent associations and societies through which resource

personnel may be located. Some of the institutions of higher education which reach the aging through instruction, research and services are listed. Journals, periodicals and news bulletins that frequently carry articles on aging are listed. Catalogs and directories as well as sources of free or inexpensive literature and materials are indicated.

Federal Council on Aging²

Federal Departments and Agencies:

1. Department of Agriculture
2. United States Civil Service Commission
3. Department of Commerce
4. Office of Defense Mobilization

5. Department of Health, Education, and Welfare
6. Housing and Home Finance Agency
7. Department of Interior
8. Department of Labor
9. National Science Foundation
10. Railroad Retirement Board
11. Small Business Administration
12. Department of Treasury
13. Veterans Administration

¹ Information regarding local educational opportunities and facilities for the older adult may usually be secured through local organizations such as schools, libraries, the YWCA, or the YMCA.

² Established by the President of the United States. All of the departments and agencies listed have responsibility for one or more programs concerning the problems and needs of older adults.

**Some Institutions of Higher Education
Reaching the Aging Through Instruction,
Research, and Services³**

Boston University
Retirement Scholarships
Boston, Mass.

Brigham Young University
University Extension Division
Provo, Utah

Brooklyn College
School of General Studies
Brooklyn 10, N. Y.

City College of New York
Midtown Business Center
430 West 50th Street
New York City, N. Y.

Columbia University
Teachers College
New York 27, N. Y.

Cornell University
Department of Rural Sociology; and
New York State School of Industrial
and Labor Relations
Ithaca, N. Y.

Duke University
Durham, N. C.

Florida State University
School of Education
Tallahassee, Fla.

Harvard University
College of Education
Cambridge, Mass.

Iowa State College
Agricultural and Home Economics
Extension Service
Ames, Iowa

Kansas State College
University Extension Division
Manhattan, Kans.

Merrill-Palmer School
71 Ferry Avenue
Detroit, Mich.

Michigan State University
Continuing Education Service
East Lansing, Mich.

New York University
School of Education
Washington Square
New York 3, N. Y.

Princeton University
Industrial Relations Section
Princeton, N. J.

Purdue University
Division for Adult Education
Lafayette, Ind.

Rutgers University
The State University of New Jersey
New Brunswick, N. J.

State University of Iowa
Institute of Gerontology
Iowa City, Iowa

Syracuse University
Syracuse, New York

Texas Technological College
Lubbock, Tex.

The Pennsylvania State University
College of Education
University Park, Pa.

University of Alabama
University Extension Division
University, Ala.

University of California
University Extension Division
Los Angeles, Calif. and Berkeley, Calif.

³ A limited number of these universities and colleges publish newsletters and bulletins devoted exclusively to national and statewide news, information, and views on aging.

University of Chicago
Home Study Department;
The Committee on Human Development; and The University College
5757 South Drexel
Chicago 37, Ill.

University of Connecticut
University Extension Division
Storrs, Conn.

University of Delaware
University Extension Division
Newark, Del.

University of Florida
Institute of Gerontology
Gainesville, Fla.

University of Georgia
University Extension Division
Athens, Ga.

University of Illinois
University Extension Service; and The
Institute of Labor and Industrial Relations
Urbana, Ill.

University of Kansas
University Extension Division
Lawrence, Kans.

University of Michigan
Division of Gerontology
Ann Arbor, Mich.

University of Minnesota
University Extension Service
Minneapolis, Minn.

University of Nebraska
University Extension Division
Lincoln, Nebr.

University of New Hampshire
University Extension Division
Durham, N. H.

University of New Mexico
University Extension Division
Albuquerque, N. M.

University of North Carolina
University Extension Service
Chapel Hill, N. C.

University of Oklahoma
University Extension Division
Norman, Okla.

University of Virginia
University Extension Division
Charlottesville, Va.

University of Wisconsin
University Extension Division
Madison, Wis.

Washington University
University Extension Division
St. Louis, Mo.

Yeshiva University
Community Administration
Amsterdam Avenue at 186th Street
New York 33, N. Y.

Some Organizations Concerned Exclusively With Aging

American Geriatrics Society
236 Midland Avenue
Montclair, N. J.

American Society for the Aged
55 West 42d Street
New York, N. Y.

Careers Unlimited for Women
Fairmont Hotel
San Francisco, Calif.

Gerontological Research Foundation
5600 Arsenal Street
St. Louis 9, Mo.

Gerontological Society, Inc.
660 Kingshighway
St. Louis 9, Mo.

National Conference of Forty Plus
Clubs
810 18th Street, NW
Washington 6, D. C.

National Association of Retired Civil
Employees
1625 Connecticut Avenue, NW
Washington, D. C.

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| National Committee on the Emeriti, Inc.
P. O. Box 24451
Los Angeles 24, Calif. | National Retired Teachers Association
Grey Gables
Ojai, Calif. |
| National Council on Teacher Retirement
P. O. Box 1780
Trenton 7, N. J. | National Retired Teachers Association Insurance Plan
801-19th Street, NW, Room 715
Washington, D. C. |
| National Federation of Grandmothers Clubs
4434 North Monitor Avenue
Chicago 30, Ill. | National Society of Seniors, Inc.
Dupont Circle Building
Washington, D. C. |
| National Health and Welfare Retirement Association
10 East 40th Street
New York 16, N. Y. | Security and Health Clubs Federation
1151 North Capitol Street
Washington, D. C. |
| National Old Age Pensions, Inc.
448 Broadway
Cambridge 38, Mass. | Senior Citizens of America
1129 Vermont Avenue, NW
Washington 5, D. C. |
| | Teachers Insurance and Annuity Association
522-Fifth Avenue
New York 18, N. Y. |

Some Organizations Sponsoring Aging Projects

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| Altrusan International, Inc.
332 South Michigan Avenue
Chicago 4, Ill. | General Federation of Women's Clubs
1734 N Street, NW.
Washington 6, D. C. |
| American Camping Association, Inc.
343 South Dearborn Street
Chicago 4, Ill. | Kiwanis International
520 North Michigan Avenue
Chicago 11, Ill. |
| American Federation of Soroptimist Clubs
1124 Land Title Building
Philadelphia 20, Pa. | Lions International
322 South Michigan Avenue
Chicago, Ill. |
| American Friends Service Committee
20 South 12th Street
Philadelphia 7, Pa. | Loyal Order of Moose
Mooseheart, Ill. |
| American National Red Cross
National Headquarters
Washington 13, D. C. | National Council of Jewish Women
1 West 47th Street
New York 19, N. Y. |
| Association of the Junior Leagues of America
Waldorf-Astoria
New York 22, N. Y. | National Federation of Business and Professional Women's Club, Inc.
1701 Sixteenth Street, NW.
Washington, D. C. |
| Fraternal Order of Eagles
Jobs-After-Forty Project
2401 West Wisconsin Avenue
Milwaukee 3, Wis. | Rotary International
35 East Wacker Drive
Chicago 1, Ill. |
| | Zonta International
50 East Van Buren Street
Chicago 5, Ill. |

Some Organizations Devoting Limited Time and Staff to Work With the Aging

Adult Education Association of
U. S. A.
743 North Wabash Avenue
Chicago, Ill.

American Academy of Political and
Social Science
3729 Chestnut Street
Philadelphia 4, Pa.

American Association of Practical
Nurse Education
654 Madison Avenue
New York 21, N. Y.

American Association of University
Women
1634 Eye Street, NW.
Washington 6, D. C.

American Cancer Society
47 Beaver Street
New York 4, N. Y.

American Council on Education
1785 Massachusetts Avenue, NW.
Washington 6, D. C.

American Dental Association
222 East Superior Street
Chicago 11, Ill.

American Diabetes Association
1 East 45th Street
New York 36, N. Y.

American Hearing Society
1800 H Street, NW.
Washington 6, D. C.

American Heart Association
44 East 23d Street
New York 19, N. Y.

American Labor Education Service
1776 Broadway
New York 19, N. Y.

American Library Association
50 East Huron Street
Chicago, Ill.

American Management Association
Educational Exhibits
330 West 42d Street
New York 36, N. Y.

AFL-CIO
815 Sixteenth Street, NW.
Washington 6, D. C.

American Institute of Family Rela-
tions
5287 Sunset Boulevard
Los Angeles 27, Calif.

American Medical Association
535 North Dearborn Street
Chicago 10, Ill.

American Occupational Therapy
Association
33 West 42d Street
New York 18, N. Y.

American Personnel and Guidance
Association
1534 O Street, NW.
Washington 5, D. C.

American Psychiatric Association
1785 Massachusetts Avenue, NW.
Washington 6, D. C.

American Psychological Association
1333 Sixteenth Street, NW.
Washington, D. C.

American Public Health Association
1790 Broadway
New York 19, N. Y.

American Public Welfare Association
160 North LaSalle Street
Chicago 1, Ill.

American Sociological Society
New York University
Washington Square
New York 3, N. Y.

B'Nai B'rith
1003 K Street, NW.
Washington 1, D. C.

Center for the Study of Liberal
Education for Adults
940 East 58th Street
Chicago 37, Ill.

Chamber of Commerce of the U. S.
1615 H Street, NW.
Washington 6, D. C.

EDUCATIONAL INFORMATION SOURCES

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| Community Research Associates, Inc.
124 East 40th Street
New York 16, N. Y. | W. K. Kellogg Foundation
Battle Creek, Mich. |
| Council of Jewish Federations and
Welfare Funds
165 West 46th Street
New York 36, N. Y. | Josiah Macy, Jr. Foundation
565 Park Avenue
New York 21, N. Y. |
| Council of State Governments
1313 East 50th Street
Chicago 37, Ill. | Life Extension Foundation
11 East 44th Street
New York City, N. Y. |
| Federal Council of Churches of Christ
297 Fourth Avenue
New York 10, N. Y. | Life Insurance Association of America
488 Madison Avenue
New York 22, N. Y. |
| Fund for Adult Education
Study and Discussion Program
Development
320 Westchester Avenue
White Plains, N. Y. | Metropolitan Life Insurance Company
1 Madison Avenue
New York 10, N. Y. |
| Goodwill Industries of America
1229 Twentieth Street, NW.
Washington 6, D. C. | National Academy for Adult Jewish
Studies
The United Synagogue of America
1109 Fifth Avenue
New York 28, N. Y. |
| The Great Books Foundation
37 South Wabash Avenue
Chicago 3, Ill. | National Association of Educational
Broadcasters
14 Gregory Hall
University of Illinois
Urbana, Ill. |
| Industrial Relations Research Associa-
tion
University of Illinois
Champaign, Ill. | National Association of Manufacturers
Education Department
14 North 49th Street
New York 20, N. Y. |
| International Ladies' Garment
Workers
Union, AFL-CIO Educational Depart-
ment
1710 Broadway
New York 19, N. Y. | National Association of Social Workers
1 Park Avenue
New York 16, N. Y. |
| International Upholsterers Union of
North America
1500 North Broad Street
Philadelphia, Pa. | National Association for Mental
Health, Inc.
1790 Broadway
New York 19, N. Y. |
| Interstate Clearing House on Mental
Health
1313 East 60th Street
Chicago 37, Ill. | National Association of Public School
Adult Educators
1201 16th Street, NW
Washington 6, D. C. |
| The John Hay Whitney Foundation
Register of Emeriti Professors
630 Fifth Avenue
New York City, N. Y. | National Audubon Society
1130 Fifth Avenue
New York 28, N. Y. |
| | National Catholic Education Associa-
tion
Commission on Adult Education
1785 Massachusetts Avenue, NW.
Washington 6, D. C. |

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| National Council on Family Relations
1126 East 59th Street
Chicago 37, Ill. | National Social Welfare Assembly,
Inc.
National Committee on the Aging
345 East 46th Street
New York 17, N. Y. |
| National Council of the Protestant
Episcopal Church
281 Fourth Avenue
New York 10, N. Y. | National Society of Volunteers of
America
34 West 28th Street
New York, N. Y. |
| National Education Association of
United States
1201 Sixteenth Street, NW.
Washington 6, D. C. | National University Extension Asso-
ciation
University of Minnesota
Minneapolis 14, Minn. |
| National Farmers Union
1575 Sherman Street
Denver 3, Colo. | National Vitamin Foundation
15 East 58th Street
New York 22, N. Y. |
| National Federation of Settlements
and Neighborhood Centers
226 West 47th Street
New York 26, N. Y. | Russell Sage Foundation
515 Park Avenue
New York 22, N. Y. |
| National Jewish Welfare Board
Jewish Center Program Aids
145 East 32d Street
New York 16, N. Y. | Social Science Research Council
230 Park Avenue
New York 17, N. Y. |
| National Home Study Council
1420 New York Avenue, NW.
Washington 5, D. C. | Social Legislation Information Service
1346 Connecticut Avenue, NW.
Washington 6, D. C. |
| National Publicity Council for Health
and Welfare Services
257 Fourth Avenue
New York 10, N. Y. | Twentieth Century Fund
330 West 42d Street
New York 36, N. Y. |
| National Recreation Association
8 West 8th Street
New York 11, N. Y. | United Automobile Workers, CIO-AFL
718 Jackson Place, NW.
Washington 6, D. C. |
| National Safety Council
425 North Michigan Avenue
Chicago 11, Ill. | The Volta Bureau (for the Deaf and
Hard of Hearing)
Referral Service and Lipreading Lit-
erature
1537 Thirty-fifth Street, NW.
Washington 7, D. C. |

Associations and Societies Through Which Resource Personnel May Be Located⁴

American Association of Industrial
Nurses
654 Madison Avenue
New York 21, N. Y.

American Dietetic Association
620 North Michigan Avenue
Chicago, Ill.

American Nurses Association
2 Park Avenue
New York 16, N. Y.

⁴Resource personnel may be located through many of the organizations appearing in the list immediately above.

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| American Psychoanalytic Association
36 West 44th Street
New York 36, N. Y. | National Consumers League
348 Engineers Building
Cleveland 14, Ohio |
| American Recreation Society
1129 Vermont Avenue, NW.
Washington 5, D. C. | National Federation of Settlements
226 West 47th Street
New York 36, N. Y. |
| Association for Family Living
28 East Jackson Boulevard
Chicago 4, Ill. | National Industrial Recreation
Association
203 North Wabash Avenue
Chicago 1, Ill. |
| Association of Food and Drug Officials
of the United States
New Hampshire Department of Health
Concord, N. H. | National Music Council
117 East 79th Street
New York 24, N. Y. |
| American Vocational Association
1010 Vermont Avenue, NW.
Washington 5, D. C. | Needlework Guild of America
124 South 12th Street
Philadelphia, Pa. |
| Educational Film Library Association
345 East 46th Street
New York 17, N. Y. | Society of Public Health Educators,
United Community Services
51 West Warren
Detroit 1, Mich. |
| John Hancock Mutual Life Insurance
Company
Boston, Mass. | Young Men's Christian Associations of
the U. S. A.
National Board
291 Broadway
New York 1, N. Y. |
| International Associated Hobbies
2252 East 8th Street
Tulsa 4, Okla. | Young Women's Christian Association
of the U. S. A.
National Board
600 Lexington Avenue
New York 22, N. Y. |
| Joint Committee on Educational Tele-
vision
1785 Massachusetts Avenue, NW.
Washington 6, D. C. | |
| National Committee for Mental Hy-
giene
1790 Broadway
New York 19, N. Y. | |

Catalogs and Directories

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| BAUER, PAUL, <i>ed.</i> <i>College and Private School Directory of the United States and Canada.</i> The Yellow Book, Volume 24. Chicago: Educational Bureau Publishing Co., Inc., 1954. 462 p. \$15.00. | tional instruction offered; information concerning affiliation, accreditation, tuition, and particulars of courses. |
| Lists schools by type and occupa- | BOGUE, JESSE P., <i>ed.</i> <i>American Junior Colleges, 1952.</i> Third edition. Washington: American Council on Education, 1952. 600 p. \$7.50. |

Lists junior colleges by States; indicates accreditation, history, entrance requirements, fees, and courses offered. Information about staff and enrollment.

COHEN, NATHAN M. *Vocational Training Directory of the United States*. Washington: The author, 1953. 130 p. Processed. \$2.25.

Directory of private non-degree schools offering accredited vocational training. Shows courses offered.

CRONER, ULRICH H. E. *American Trade Schools Directory*. Queen's Village, N.Y.: Croner Publications, 1953. 105 p. \$3.75.

Trade schools by States and cities and by subjects offered. Public and privately supported schools are included.

Directory of Business Schools in the United States. Washington: National Association and Council of Business Schools, 1952. 20 p. 10 cents.

Business schools are listed by States and cities. Information concerning courses offered; includes only schools approved by the Association.

Directory of Counseling Agencies. Washington: American Personnel and Guidance Association, Committee on Professional Practices, 1956. 56 p. \$1.00.

An approved list of counseling agencies. Available from the Association, 1534 O St., NW, Washington 5, D. C.

Directory of Trade and Professional Schools in Metropolitan Chicago. Chicago: Jewish Vocational Service Library, 1951. Not paged. Processed.

Schools are listed by trades and professions; gives information about age and educational requirements, length of course, tuition, degree or certificate granted.

Free and Inexpensive Learning Materials. Nashville, Tenn.: George Peabody College for Teachers, 1957. 176 p. \$1.00.

Catalog guide to free and inexpensive materials. Includes sources for pamphlets, wall charts, posters, and maps. May suggest sources for materials in specific information areas suitable for classes, group discussions, or a lecture-forum series of interest to aging individuals.

Guide to Correspondence Study. Minneapolis: National University Extension Association, Division of Correspondence Study, University of Minnesota. Not dated. 41 p.

Lists courses offered by 54 regionally accredited colleges and universities making up the institutional membership of the Association. Divided into areas of study making it easy to locate institutions offering courses in which aging individuals may be interested.

IRWIN, MARY, ed. *American Universities and Colleges*. 7th edition. Washington: American Council on Education, 1956. 1,102 p. \$12.00.

Institutions of higher education arranged alphabetically by States; gives information about staff, library, fees, student aid, degrees, financing, and accreditation. Lists institutions offering professional education.

National Dairy Council. *Health Education Materials*: May

1957 Catalog. Issued periodically.

Folders, booklets, posters, charts and visual aids; lists locations of Dairy Council offices. Available from the Council, 111 North Canal St., Chicago.

National Home Study Council.
Home Study Blue Book and Directory of Approved Private Home Study Schools and Courses. 19th edition. The Council, 1420 New York Ave., NW, Washington, D.C. 1957. 32 p.

Lists approved schools and contains classified index of courses indicating accomplishments that can be expected through home study in several dozen occupations.

Planning Your Retirement. Price list. Washington: U. S. Government Printing Office, 1957. Free.

Lists 43 U. S. Government publications on retirement planning.

Psychiatric Clinics and Other Resources in the United States, Directory 1952. New York: National Association for Mental Health, 1952. 138 p. \$1.25.

Lists psychiatric clinics, mental hospital and health associations, state institutions, state governmental departments, and Veterans' Administration hospitals. Available from the Association, 1790 Broadway, New York 19, New York.

Resource Materials for Community Adult Discussion Groups, 1956-57 Catalog. New York: National Association of Manufacturers, Education Department, 1957.

Catalog lists resource materials for community adult discussion groups. Available from the Association, 2 East 48th Street, New York 17, New York.

SALISBURY, GORDON S., and SHERIDAN, R. N., *Catalog of Free Teaching Aids.* Revised 1956. 142 p. \$1.50

Free teaching aids available through Gordon Salisbury, Box 943, Riverside, California.

Smithsonian Institution. *Traveling Exhibitions. 1957-1958 Catalog.* Washington: Traveling Exhibition Service. Issued annually. 39 p.

Lists a variety of traveling exhibitions available to museums, university and college galleries, libraries, schools, and other non-profit organizations in the fields of painting and sculpture, drawings and prints, Oriental art, architecture, design and crafts, folk art and indigenous art, photography, and children's art. Rental fees are specified. Showings are arranged by the Smithsonian Traveling Exhibition Service.

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. OFFICE OF EDUCATION. *A Directory of 3,300 16 mm Film Libraries.* Bulletin 1956, No. 12. Washington: U. S. Government Printing Office, 1956. 198 p. 70 cents.

Compiled for the use of teachers, school administrators, librarians, community leaders, and others who wish to use motion pictures in their informational and educational programs. Describes resources and services of film libraries arranged by States and cities.

——— *Directory of Secondary Day Schools 1951-1952,* by Rice, Mabel C. Washington:

United States Government
Printing Office, Reprinted
1957. 169 p. Processed.
\$1.00.

Lists public secondary schools and
nonpublic secondary schools; gives
accreditation information.

——— *Education Directory of the
Office of Education 1957-
1958. Part I: Federal Gov-
ernment and States. Wash-
ington: U. S. Government
Printing Office, 1958. 30
cents. Issued annually.*

Serves as a locator-guide to serv-
ices offered by the U. S. Office of Edu-
cation. Indicates principal state school
officers, executive officers of state
library extension agencies, and design-
ates adult education supervisors and
assistants.

——— *U. S. Government Films
for Public Educational Use.
Bulletin 1955, No. 1. Wash-*

ington: U. S. Government
Printing Office, 1955. 651 p.
\$1.75.

Catalog helpful to all users of
informational and educational films.

——— *U. S. Government Films
for Public Educational Use.
Supplement No. 1, by Reid,
Seerley and others. Bulletin
1957, No. 6. Washington:
U. S. Government Printing
Office, 1957. 92 p. 35 cents.*

Catalog supplements and brings up
to date the information contained in
U. S. Government Films for Public
Educational Use, Bulletin 1955, No. 1
of the Office of Education cited above.
Lists and describes 550 new films—
1955 and 1956 productions, earlier films
released for U. S. public use in 1955
and 1956, and some pre-1955 films
about which information was not
formerly available. Indicates films
which have been withdrawn because of
obsolescence and other reasons.

Where To Get Free and Inexpensive Literature and Materials

AMERICAN HOME ECONOMICS ASSOCIATION

1600 Twentieth Street, N. W.
Washington 9, D. C.

Distributes publications on food
preparation and consumer education.

CATALOG OF CHARLES G. REIGNER LIBRARY OF RECORDED SER- MONS AND ADDRESSES

Union Theological Seminary
Richmond, Va.

F. E. COMPTON AND COMPANY Educational Research Depart- ment

1000 North Dearborn Street
Chicago 10, Ill.

Supplies units and teaching guides
on a variety of topics. Based on
Compton's Pictured Encyclopedia.

EDUCATIONAL FILM GUIDE

H. W. Wilson Company
950 University Avenue
New York 52, N. Y.

EDUCATORS PROGRESS SERVICE Randolph, Wisconsin

Provides a series of guides to free
and inexpensive curriculum materials.
Resource units on a variety of topics
are available with the guides.

ENCYCLOPAEDIA BRITANNICA, INC.
Chicago, Ill.

Study and resource guides for developing units in many subject areas.

FIELD ENTERPRISES
Educational Division
Merchandise Mart
Chicago 54, Ill.

A guide to sources of free and inexpensive educational materials. Units based on World Book Encyclopedia.

GEORGE PEABODY COLLEGE FOR TEACHERS
Division of Surveys and Field Services
Nashville, Tenn.

Publishers of an annual list of free and inexpensive learning materials. Includes many resource units.

HOUSEHOLD FINANCE CORPORATION**Consumer Education Department**
919 Michigan Avenue
Chicago 11, Ill.

Resource units for teaching about consumer education and money management.

NATIONAL DAIRY COUNCIL
219 East 44th Street
New York 17, N. Y.

Provides teaching and resource units on various aspects of sanitation and the dairy industry. Films and other free and inexpensive instructional materials available.

NATIONAL ASSOCIATION OF MANUFACTURERS
Education Department
14 West 49th Street
New York 20, N. Y.

Resource materials for upper grades and high schools as well as business and industrial classes for adults.

Periodicals

The periodicals and journals listed below frequently include papers and studies dealing with education of adults or some phases of the field of aging.

Adult Education. The Adult Education Association of the United States of America, 743 North Wabash Ave., Chicago, Ill. Quarterly.

Adult Leadership. The Adult Education Association of the United States of America, 743 North Wabash Ave., Chicago 11, Ill. Monthly.

Aging. Special Staff on Aging, U. S. Department of Health, Education, and Welfare. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Monthly.

American Journal of Sociology, The. The University of Chicago, 1126 East 59th Street, Chicago 37, Ill. Bimonthly.

American Library Association Bulletin. American Library Association, 50 E. Huron Street, Chicago 11, Ill. Monthly.

Annals of The American Academy of Political and Social Science, The. The American Academy of Political and Social Science, 3817 Spruce St., Philadelphia 4, Pa. Bimonthly.

Educational Outlook. University of Pennsylvania, Philadelphia, Pa. Quarterly.

Employment Security Review. U. S. Department of Labor, Bureau of Employment Security. Superintendent of Documents, U. S.

- Government Printing Office, Washington 25, D. C. Monthly.
- Extension Service Review.* Official monthly publication of Cooperative Extension Service, U. S. Department of Agriculture. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Monthly.
- Geriatrics.* Official journal of the American Geriatrics Society, Lancet Publications, 84 South Tenth St., Minneapolis, Minn. Monthly.
- Hearing News.* Official publication of the American Hearing Society, formerly the American Society for the Hard of Hearing. American Hearing Society, 1800 H. St., NW., Washington 6, D. C. Bimonthly.
- Human Interest.* Federation of Jewish Philanthropies of New York. 71 West 47th St., New York 36, N. Y. Monthly.
- Human Relations.* Tavistock Publications, Ltd., 2 Beaumont St., London, W. I. Quarterly.
- Journal of Abnormal and Social Psychology.* The American Psychological Association, Inc., 1333 Sixteenth St., NW., Washington, D. C. Quarterly.
- Journal of American Geriatrics Society.* Williams and Wilkins, Mt. Royal and Guilford Ave., Baltimore 2, Md. Monthly.
- Journal of Educational Psychology.* Warwick and York, Inc., Baltimore 2, Md. Monthly.
- Journal of Educational Sociology.* Payne Educational Sociology Foundation, Inc., New York University, New York. Monthly.
- Journal of Gerontology.* Gerontological Society, Inc., 660 South Kingshighway Blvd., St. Louis 10, Mo. Quarterly.
- Journal of Lifetime Living.* Emphasis on matters of interest to older people. 1755 Broadway, New York, N. Y. Monthly.
- Journal of Social Psychology.* The Journal Press, 2 Commercial St., Provincetown, Mass. Quarterly.
- Mature Years.* The Methodist Publishing House, 810 Broadway, Nashville, Tenn. Quarterly.
- Maturity.* Citizens Advisory Committee on Aging, 722 Capitol Ave., Sacramento 14, Calif. Quarterly Newsletter.
- Merrill-Palmer Quarterly.* The Merrill-Palmer School, 71 East Ferry Ave., Detroit 2, Mich. Quarterly.
- Monthly Labor Review.* U.S. Department of Labor, Bureau of Labor Statistics. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C. Monthly.
- Monthly Review.* U.S. Railroad Retirement Board, 844 Rush St., Chicago 11, Ill. Monthly.
- NEA Journal.* National Education Association, 1201 Sixteenth St., NW., Washington 6, D. C. Monthly except June, July, and August.
- Personnel.* The National Journal of Personnel Management. American Management Association, 1515 Broadway, Times Square, New York 36, N.Y. Bi-monthly.
- Personnel and Guidance Journal.* American Personnel and Guidance Association, Inc., 1530 O St., NW., Washington, D. C.
- Personnel Journal.* Personnel Journal, Inc., Mt. Royal and Guilford Avenue, Baltimore 2, Md. Monthly.
- Public Health Reports.* U. S. Department of Health, Education, and Welfare, Public Health Service. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Monthly.
- Public School Adult Educator, The.* Combines the former association membership publications, AIDS-HELPS and SWAPSHOP into one publication under the title THE

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- PUBLIC SCHOOL ADULT EDUCATOR.** Published for the first time in September 1957. National Association of Public School Adult Educators, 1201 Sixteenth St., NW., Washington 6, D. C. Quarterly.
- Recreation.** National Recreation Association, 315 Fourth Ave., New York, N. Y.
- Retirement Life.** National Association of Retired Civil Employees, 1625 Connecticut Ave., NW., Washington 9, D. C. Monthly.
- Review of Educational Research.** American Educational Research Association, National Education Association, 1201 Sixteenth St., NW., Washington 6, D. C. Published 5 times a year.
- Senior Citizen.** Senior Citizens of America, 1129 Vermont Ave., NW., Washington 5, D. C. Monthly.
- Social Casework.** Family Service Association of America, 192 Lexington Ave., New York 16, N. Y. Monthly except August and September.
- Social Security Bulletin.** U. S. Department of Health, Education, and Welfare, Social Security Administration. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Monthly.
- Teachers College Record.** Teachers College, Columbia University, 525 West 120th St., New York 27. Monthly except June, July, August, and September.
- Volta Review, The.** The Volta Bureau, 1537 35th St., NW., Washington 7, D. C.
- Wilson Library Bulletin.** H. W. Wilson Co., New York, N. Y. Monthly except July and August.

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